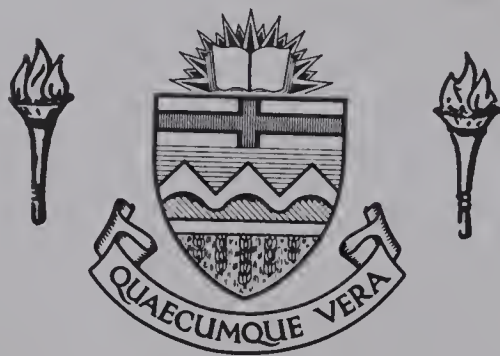


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SIMULATION AS A COMMUNITY DEVELOPMENT TECHNIQUE

BY



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

INTERDEPARTMENTAL COMMITTEE IN
COMMUNITY DEVELOPMENT

EDMONTON, ALBERTA

SPRING, 1972

1972
22

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Simulation as a Community Development Technique," submitted by Angus Bernard Bryden in partial fulfilment of the requirements for the degree of Master of Arts.

ABSTRACT

This thesis is an exploratory study of a simulation as a community development technique. The simulation, "Community X", was designed to help teach communication and decision-making skills with a community group or organization composed of a variety of age and educational levels.

The research for the study consisted in: testing the simulation with thirteen groups in both rural and urban settings in Alberta, sample evaluations from participants and professionals, and a review of the literature.

The results of the thesis suggest that the simulation can serve as a learning experience for small groups of adults and youth in understanding the simultaneous interaction that occurs in a community. It also explores the process that develops in communication and the resulting decision making in a community when faced with a problem.

Findings indicate the simulation works well as a community development technique in providing the participants, representing each segment of society, with an opportunity to try out new ideas and strategy in a fictitious community before facing such problems in a real community.

The most important part of the simulation, from the point of view of learning, was the debriefing afterwards.

Here the participants had the chance to share their perceptions of what happened and what it felt like and could begin to apply what they had learned through this experience to the solution of real life problems.

The Community X simulation is actually a rehearsal showing potential as a technique for the community development process.

ACKNOWLEDGEMENTS

I would like to express my gratitude to all who have contributed in some way to this thesis:

To my supervisor, Mrs. Amy M. Zelmer, whose insight, guidance and support was most generous in this work. Appreciation is also extended to committee members Mr. Glen Eyford and Dr. Mel Lerohl.

To Mr. Lynn Zelmer and Mr. Wayne Lambie for providing the opportunities for the testing of the simulation. Appreciation is also extended to the various test group participants and professionals who assisted.

To my colleagues for their valuable contributions and Mr. William McCallum for his helpful reading of the manuscript.

To Miss Denise Baril for her unfailing cooperation and encouragement in this effort.

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Chapter 1

AN OVERVIEW

Introduction

Simulation games are learning experiences designed to provide the participants with a brief, somewhat simplified sample of "real life." Games can be "fun" and sometimes can be taken very seriously. Professionals acknowledge that many non-gaming activities--in the home, in the classroom, and in the community--can be better understood when viewed as disguised games, with rules, rewards and carefully-plotted strategy.

This study will explore the ways in which a simulation game can be used, not just for the game's sake or for pleasure, but to instruct, inform and educate, uniting the experimental and emotional freedom of active play with the precision of abstract thought. For example, games have been used to teach ten-year-olds about the economy, to examine university students on their understanding of policy making, to acquaint city administrators with the many-faceted problems of urban development, and to help industrialists plan their companies' future.

The objective of this thesis will be to explore the application of a simulation as a community development

technique which will allow participants to try strategies, alter circumstances, and explore and reflect on what actually happens in a community when faced with a problem, without cost to them in the real world.

Simulation

Simulations are operating models of physical or social situations. Representations of models of large-scale systems or processes are familiar to most of us in the form of wind-tunnels for testing aircraft. Before and since World War II pilots after receiving training were tested in aircraft simulators. Flying conditions were simulated in a way that was both cheaper and less dangerous than using a real plane in the air. A similar method is used for instructing in traffic safety. Televised simulations of space craft manoeuvres, and even Zorba the Greek's model of the device he would eventually construct for bringing cut trees down the mountain, are examples of simulations.

Symbolic models of social situations can also be developed. Just as an engineer might construct a model of a dam to represent the potential of water power, so a sociologist might construct a model of a ghetto in order to observe the reactions of participants in interpersonal relations.

In these simulations, it is not the entire system that is modelled or represented, but only selected features. Some aspects are simplified, others omitted. "What is

important is that the model behave like the referent system, not appear exactly like it, for what is essential is that a simulation is a dynamic model."¹ A simulation is then a selective representation of reality, containing only those elements of reality that the designer deems relevant to his purpose.

There are numerous overlapping definitions of "simulation," generally referring to models of systems or processes. For the purpose of this study, simulation is understood as defined by James S. Coleman:

Games may be defined as a kind of caricature of social life. It is a magnification of some aspects of social interaction from its social content and giving it a special context of its own.²

The distinction between "games" and "simulation" is a matter of much dispute among social scientists and educators. Generally, the literature uses the terms virtually interchangeably, and that is how they will be used in this thesis.

Simulation is an old word with a new application. In the past it meant "deception," "misrepresentation" or "false imitation." At the present time simulation is applied to a variety of technical activities in which models of, or analogous to, real life situations are created for the purpose of testing or teaching, and is based on the philosophy of "let's try it out and see what happens."

Simulation games are not newly invented or utilized, but their introduction into schools, universities and communities for instructional purposes is a relatively new

phenomenon. Simulations are applied as a tool or technique in making relevant the more traditional patterns used in instructing, learning and participating in decision-making processes.

History informs us that man has always devised games both as entertainment and as practice for specific life tasks; for example, children playing (simulating) the role of parents or adults. This simulation experience is a naturally-occurring activity in children of all cultures.³ Modern educational games have specific objectives such as communication, decision-making, problem-solving, scientific inquiry and information management. Our simulation games of today as "decision exercises have evolved from military games which in turn, may be regarded as a direct descendent from war-chess."⁴

As a tool in training, simulation has four principal characteristics:⁵

1. It starts with an analogous situation. In education for decision-making it represents the "real" environment to provide practice in meeting contingencies which would occur in the learner's life.

2. It provides for low risk input. In this way the learner can make a response without irrevocable commitment and without destroying the circumstances which are the basis of the simulation exercise. This permits the participant to make disastrous mistakes, and to test alternative actions.

3. It feeds back consequences symbolically. That is, the simulation system informs the learner what would have happened had he responded as he did in the simulated system.

4. It is replicable. With low risk response and symbolic consequence it provides an opportunity for repetition of procedures in arriving at best solutions.

The effectiveness of simulation games for teaching, evaluated in traditional research design, has been inconclusive due to the lack of a suitable measuring method. As a result, systematic evaluation programs to discover the best use of simulations with various types of learners have not as yet been carried out in the social environment. In games that simulate society, the content learning is not the crucial objective in simulation instruction. The method is peculiarly suited to teaching process, and particularly communication and the decision-making process. Studies which compare content taught by two or more methods have a built-in fallacy which makes results vulnerable to biased interpretation.⁶

Since the focus of this thesis is to examine simulation in relation to community development it will necessarily reflect some aspects of social reality. In such a simulation the participant can experience some of the everyday responsibilities, decisions, rewards, and pressures found in a slice of social life, whether it is the individual, the family, or the community.

Duke refers to some important features of simulation which supports its potential as a community development technique.

The most significant advantage is that gaming-simulation rapidly enhances the sophistication of the players regarding the factors at work and the relationships between the key roles in the real world. Players come to the games with imperfect concepts of community, and they leave it with shattered myths. Usually, they achieve a sense of what kind of action, when coordinated, yields what kinds of outcomes. . .

When accompanied by a tendency for underlings to employ "strategy" rather than "principle" in their behavior and to become greatly concerned if the decision-makers appears to behave in an unrealistic fashion, morale may become a serious problem. In other words, the disciplined organization that whips into line upon a command from the authority figure would go into decline; it would be replaced by a series of responsible teams which work with much greater flow of communications. The transition from one type of government and management to the other in any given urban center is likely to be associated with reform agitation and demands for reorganization.⁷

With this general description of simulation as a technique in a simulated society, it will be necessary now to define the role of community development.

Community Development

The complex of goals, values, methods and techniques called community development evolved out of the efforts of England's colonial officers, then of American AID personnel, and to a lesser extent domestic agricultural extension agents and adult educators. The major objective was to promote economic and social change among static traditional societies. Usually such persons lived in rather isolated communities and exercised considerable control over the

major functional areas of their lives. Urban Canada is not such a society. The idea, the principles and the philosophy of community development have been widely accepted, but the use of techniques may vary considerably. Many educators seem to agree with Bregha ". . . that community development in Canada still has to define its areas of action as well as the issues it should tackle."⁸

Canada, even that part still considered rural, has been increasingly swept up in what Roland Warren⁹ describes as "the great change": urbanization, bureaucratization, specialization, and orientation of local systems towards the larger society.

Although originally designed for a different type of society than exists in Canada, community development fulfills a need here in that it is an effort to help people jointly obtain greater direction over their environment, including more satisfactory patterns of social relations and institutions.

The goals are improved physical and social conditions, personal growth of the individuals involved and improved processes of community decision-making and general functioning. Although lists of the crucial elements in the community development process vary, most seem to include the following:

1. An organized approach that attempts to involve the entire community;
2. a co-ordinated, holistic approach;

3. use of rational and experimental methods of problem solving with systematic evaluation;
4. direct participation of the people in goal-setting;
5. self-help, or direct participation in goal implementation;
6. use of outside experts and material resources only as necessary;
7. emphasis on the intangible effects on the people and the community's interaction, the process as well as the projects.¹⁰

From this brief description of community development, the following definition will clarify its meaning as used in this thesis.

Community Development is an educational-motivational process designed to create conditions favorable to economic and social change, if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure fullest participation of the community must be utilized.¹¹

In order to implement the above definition, someone, such as a Community Development Officer, is required to assist the community in the use of strategy and techniques. His role may be summarized as follows:

1. He stimulates people to think about, and develop the will to take part in, their own personal development and community improvement.
2. He supplies information about methods and helps develop skills of community education and community action.
3. He assists people to discover and develop qualities of leadership in themselves and in each other.
4. He helps people assess and develop standards of value and judgment about their own growth and about community change.¹²

Essentially, the community development worker is concerned about planned change and he is aware that any change may be blocked by those who benefit most from the status quo, by the present value system, by what is understood as the power structure of the community, and possibly by community institutions. His emphasis must necessarily be on attitude change, and the development of trust and self-confidence.

Summarizing the major characteristics of community development:

1. Community development is people involvement in decision-making; this implies meaningful citizen participation.
2. It is a problem-solving process, designed to make people aware of their problems and to stimulate them to do something about their situation, to plan and choose between alternative solutions, to take action, including drawing on government and other resources, to evaluate the experience and to apply any learning to new problem-solving.
3. It is a learning process, geared not to the acquisition of knowledge, but to a change in behaviour. It is learning by doing, not so much for the doing as for the experience gained by doing.
4. It tends towards increasing individual, group, and community competence for managing their own affairs.
5. It is a social-action program geared to material sufficiency and intellectual freedom for all.
6. It gives effect to good planning because it involves people in developing the plans. Research (Lippitt, 1969; Bennis, 1968; Likert, 1969; McGregor, 1969) shows that people are more deeply committed to a course of action if they have had a voice in planning it.¹³

Community development must be concerned with the total community, but in Canada it "has historically

concerned itself with pockets of poverty in the midst of affluence. This may have involved an urban renewal area, an Indian reserve or a 'poor' rural district."¹⁴ To achieve its objective of reaching the total community requires an organizer who must be able to communicate, organize, create learning situations, motivate, and encourage local leadership. It is the author's opinion that "simulation" as a community development technique can be effective in achieving the objectives of community development as expressed in its definition. It is understood that community development is not something that an organizer does, but rather a process which he helps to bring about, and it is in this light that simulation as a technique will be explored.

There is a fairly large body of people whose work is designated by some reference to the "community." In any event it is understood that a community worker necessarily must have some practical idea of community in clarifying methods of work and deciding on priorities. According to a specialist in the field, we might use the word locality rather than community, since the word community is so loosely used, and because it is so difficult to give precise meaning to "community" in a complex modern society.¹⁵

A well-known definition of community is that given by McIver and Page:¹⁶ "An area of social living marked by some degree of social coherence. The bases of community are locality and community sentiment." It is in this sense and as understood by Hayer that community is to be taken in this

study: "By way of definition the local society and its institutions with which residents identify themselves is the community."¹⁷

Purpose of the Study

The carrying-out of this study involved the testing of a dynamic simulation, including the exploring of its potential value as a learning method in community process. Specifically, this research is concerned with the following:

1. To investigate the usefulness of a simulation called "Community X" as a technique for community development in communicative and decision-making skills.
2. To demonstrate the practicality of this simulation from tests conducted, using representative community problems.
3. To illustrate how a cross-section of a community through simulation can benefit from the same learning experience.
4. To explore the adaptability of the "Community X" simulation to a variety of community problems; e.g., highway by-pass, pollution, ecology, re-zoning, recreation, and the establishment of new industry.

"Community X" was designed to be representative of a small city or large town in Western Canada. A film and accompanying Map and Service Guide serves to orient participants to possible problems of a hypothetical community. A detailed description will be given in Chapter Three.

Suffice it to indicate here that "Community X" is a simulation that explores the events that occur in a community composed of participants of different age and educational levels, when faced with an issue or a problem.

Research for this study was begun during the writer's summer internship (1971) in an assignment that involved: (1) becoming familiar with the operation of a simulation; (2) practice in analyzing community problems and community decision-making processes; and (3) testing a simulation in several communities.

FOOTNOTES

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Chapter 2

REVIEW OF THE LITERATURE

Simulation

Current literature on simulation and gaming in the field of social science exists for the most part in the realm of education, management, and war strategies.

Greenblat expresses the concerns of many involved in simulations when she states:

There have been few good books dealing with the subject in an analytic manner, many of the articles and research studies done to date are unpublished and difficult to obtain, and most games are difficult to describe and must be seen or played to be understood or analyzed for effectiveness.¹

In this study, student simulation activities will be the major concern, in view of the fact that literature on community simulation is extremely limited and that what does exist was designed for classroom use focusing on certain segments of society, such as:

1. Community Land Use Game--designed primarily for teaching urban planning courses;

2. Democracy--utilizes a legislative setting to present the processes of collective action and decision-making in a democracy;

3. Ghetto--simulates the pressures on the urban poor and the choices available to improve their life conditions.

The objectives, goals and purposes of these simulation games for students are very similar to the needs that exist for adults in the community-at-large. The motivation in learning for students requires their active involvement, as does motivation for adults in community participation, implying that they require a voice in the decision-making process that affects them.

For the purpose of this study, the related research in simulation pertaining to the social system, organizations and groups is drawn largely from educational findings, since they are applicable to learning in the community. Consideration will be given to those areas which are pertinent and of vital interest to community development, such as, learning, change, participation, communication, leadership and decision-making.

The theoretical bases for simulation learning in games as a pattern for "group participation" is discussed by Michael Inbar in "Simulation-Games in Learning."² Inbar has empirically demonstrated the social nature of learning in simulation games. He presents evidence that the response to a simulation game to a great extent is a group effort: "The impact of a game seems very much to be a group phenomenon, rather than purely an individual learning process."³

Schild notes that "if a player is to succeed in the game he must understand not only his own role, but also other roles: their goals, resources and constraints."⁴ This is also the situation in an organization or with a community

group if it is to be effective in carrying out its objectives or goals.

Abt maintains that games can communicate more facts and ideas per unit time to students than the more conventional methods of learning: "For complex interactive processes where many things are happening simultaneously in time, it's very difficult to understand such a process unless one is immersed in it."⁵

Abt gives examples of the difficulty in describing simultaneous interaction such as takes place in a football game or a diplomatic crisis. He indicates that when so many forces are interacting at once, any verbal or printed description necessarily requires a high level of abstract thinking. More specifically, one has to keep in mind that while A was happening, B was happening, while A and B were happening, C was happening, and three of these things interact with a fourth factor, and so forth.

Abt concludes that

for all these complex interactive processes, which we study particularly in the social studies and in social sciences, a simulation approach is a way of presenting the realities of simultaneous interaction more accurately and effectively than any verbal description can.⁶

Certainly this is true of many community groups composed of various ages and educational levels, who, for example, are exposed to a talk on the community use of television. A verbal description would probably result in confusing and even conflicting interpretations, whereas a simulation game would assist in their understanding of such an interactive

process.

Although the outcome of a particular game may vary with different groups, Abt⁷ relates that in each case the three important parts of game learning occur:

1. In the design and preparation of the game;
2. The play of the game;
3. And the discussion afterwards in which the game outcome is compared to reality.

He notes that it is not necessary that the outcome simulate reality, only that the forces involved and the interaction simulate reality. If people in leadership or in a community can assume roles other than their own in simulated situations, they will come to see the difficulties associated with those roles, and become more tolerant of the errors of others. This technique would facilitate the community development process and could be demonstrated nicely by an appropriate simulation giving the group a clear picture of the community process.

Craft and Stewart⁸ state that simulation plays an important part in the sharpening of executive skills. In other words it teaches content. As they see it, simulation has a threefold purpose:

1. Simulation makes it necessary to make sure of the facts; to collect, evaluate, and analyse the available information;
2. This implies the whole of the problem or diagnosing the situation as it appears;

3. Finally, it could be possible to find alternative situations for any given circumstance. They place great emphasis on the post-play period.

One of the major features in simulation learning according to Coleman is that the game gives the opportunity to

a boy or girl to act through situations before he faces them in real life, to see the indirect and long-range consequences of choices he may make, before it is too late, and he must face the consequences in real life.⁹

Actually, many simulation games are dress rehearsals for adult living. The future is brought into the present and places the individual into situations where adult skills are required.

In a community simulation where adults are involved, a similar learning process occurs. A participant in a simulation is part of the action--not just a passive observer. He has the opportunity to be able to experience and examine what it is like to be in someone else's shoes, or how the dynamics of a situation work. A participant may wish to try out new strategies to see how they work; this is safer to do in a simulation than in real life, since the participants in a simulation do not have to live with the consequences if their strategy doesn't work as well as they would like.

A School Services Publication¹⁰ acknowledges that in recent years the number of high school students who drop out, flee to the sanctuary of a hippie culture, or remain in

the classroom in sullen boredom, seems to be growing. And as the crisis in education grows, so does the effort to interest students in learning. Guidance counselors and psychologists are employed in greater number. Frustrated teachers use more and more techniques not only to enhance learning, but also to make it more palatable to students. Movies, slides, film-strip, and other audio-visual materials proliferate. Social studies teachers have increasingly been using the relatively new technique of simulation games, since "they seem not only to involve the student and absorb his interests, but also help him to learn better than other methods."¹¹

The literature also indicates that educational simulations in social studies has rapidly become a leading teaching strategy in the search for relevance. A research study by Clarke¹² on a simulated national nominating convention involving 900 students was evaluated, with a follow-up study being part of the findings. In addition to students, parents and guests were surveyed in order to evaluate the activity. A summary of the conclusions and implications from this simulation were:

1. Students who participated in the simulated convention displayed a consistently more positive image or response than did the control group to almost all concepts;

2. When analyzed by grade, the group involved in the simulation displayed almost identical patterns between grades for all dimensions of each concept tested;

3. When analyzed according to response on a five-point, self-rating device, all students participating in the simulation, with the exception of those who saw themselves well below average, were consistently positive toward all concepts and displayed very similar patterns of response in the three dimensions (power, activity, and evaluation) of each concept;

4. The simulation motivated continued real-life experience in elections;

5. The intensity of interest in actual conventions was enhanced through participation in the simulation, and participants reported their "convention" as very realistic;

6. Parents of students involved in the simulation reported that the simulated convention notably increased and sustained the political interest and related conversation of their youngster;

7. Adult guests to the convention generally agreed that the self-reliance and self-direction displayed by students during the simulation improved their image of the capability of high school youngsters;

8. Perhaps the single most important evaluation of the simulation has come from the general opinion of students evidenced in a subjective way during and since the simulated convention.¹³

Clarke's research study suggests that the simulated convention accomplished the objectives of motivation and involvement of a wide range of ability levels, and

satisfactory conceptional development pertaining to certain political concepts. The potential of political involvement by adults in a community through a similar simulation could greatly increase their interest in government.

Coleman views simulation games as different from the usual approach to learning. He states:

The first premise is that persons do not learn by being taught; they learn by experiencing the consequences of their actions. Games which simulate some aspects of reality are one way a young person can begin to see such consequences as an adult. A second premise underlying the development of these games is that schools find it difficult to teach about the complexity that characterizes modern society, with the result that students have had little experience to prepare them for facing a multitude of decisions and problems in adult life. The games we and others have created present the student with an approximation of certain facets of modern society that he will have to face later.¹⁴

The adult in our modern society is frequently faced with changes and expectations that he finds himself ill prepared for, so he must listen, reflect, understand and learn. The challenge before him is to be innovative and creative in seeking alternatives to the status quo, to plan change rather than just letting it happen. A simulation game is accepted as a learning device, which by creating a situation directly analogous to happenings in the real world, assists a citizen to be a participant rather than an observer in the decision-making process, and thus enables him to direct change. The advantages of simulation games for adults would resemble those of students as expressed by Bock:

The principal purpose of an educational game is to require students to make more and more intelligent decisions as they learn more about the process represented in the game. In so doing, educational games motivate the students and induce active understanding of information. Students are motivated when they perceive some relevance between what they are learning and their future aspirations. The contents of games are inherently relevant to any participating player because he must know the contents to achieve his immediate objective of winning. Sustained motivation is provided by the responses of other players. The student is the cause of events: when he makes a decision it has immediate effects on him and on other players.¹⁵

Bock further reports that one of the most attractive aspects of simulation games

is their ability to bring together students of widely disparate experience and ability on equal footing. Games, like reality, provide operational tests of the most effective means of problem solving without prejudice to conscious or intuitive means."¹⁶

Bock refers to one game played in South End Community Centre in Boston, where the girls playing ranged from an 11-year-old illiterate to a 16-year-old who was about to enter college. The former learned that there were such things as loans, the latter some of the thinking involved in comparing alternative strategies.

Coleman explores the possibility of how a professional sociologist and a student can learn about social life from the same game.

It is also true that what is meant by learning is quite different for the sixth grader and the professional sociologist. The sixth grader is learning to incorporate this experience into his own life, learning to recognize the dominant aspects of this social environment so that he can respond appropriately to them when he meets such an environment in his own life. The professional sociologist is learning how to describe in general terms the functioning of this system of

relations, learning to fit the system of relations to an abstract conceptual scheme.¹⁷

In a community simulation consisting of a heterogeneous group, a waitress and a professional community worker may experience completely different insights to decision-making. The former learns that she can get public support for her decisions by adapting the restaurant hours to suit the customers, while the professional community worker may realize that individual decisions must progress to a group decision to be effective, and that this is but one phase of solving a problem.

Bock, Abt, et al¹⁸ submit three levels of learning which occur simultaneously during a simulation game.

1. The learning of factual information - the basic material out of which a game is built. For example, "Empire" is a game where different types of information are conveyed in a vivid way. This is a simulation of the mercantile conflict between England and the American colonies just before the American Revolution. Students divided in small group teams are learning different things, at the same time, and in interacting they learn from each other about these different things. The greater the participation the more actual learning that goes on.

2. A second level of learning is the understanding of cause and effect relationship, the process in any complex interactive situation. In this respect games are relatively unique in their ability to present a complex interaction in such a way that students can base their understanding on personal experience.

3. A third level of learning in games is that of the comparison of alternate costs and benefits, risks, and opportunities following different courses of action. This is strategic thinking, or long-range planning.

These three levels of learning go on simultaneously, not only in individuals but in different students of varying

levels of competence during the same game. The literature on simulation emphasizes that students should never be assigned grades on the basis of their game scores. There is simply no reason to assume that a student with a poor score has not learned as much as the winner. It is possible that one had been assigned a difficult role to play; maybe he had bad luck at some point on a draw of a chance card; or perhaps he is purposely testing out an unusual strategy. Students who are confused throughout the game often gain comprehension after-the-fact, during the discussion period.

Psychologically, simulation builds on Leon Festinger's theory of dissonance which maintains that learners seek to solve problems in which they are intimately involved. The sense of play becomes a motivating device in the classroom learning process. The student is intrigued and feels a sense of discovery as he formulates new ideas and concepts. Simulation gets away from the standard system of extrinsic rewards and moves the learner into the realm of intrinsic rewards.

Because it is a way of learning that excels the traditional and pseudo-modern methods of communication, simulation is a process that involves the participation in decision-making, often under emotional conditions that intensify his motivation. It utilizes all the materials and techniques of audio-visual communication - TV, radio, tapes, slides, films, and other source materials and data in a manner that re-creates actual situations and activities. Thus, it can place the student in a more realistic environment than any other process of learning, except the actual experience.¹⁹

Included in the general area of learning resulting from the use of simulation games is that of change. A common statement referring to change is that "you can teach knowledge and skills, but you cannot teach attitudes." It is accepted that teachers cannot teach students to change their attitudes, but teachers can establish an environment

where students learn to change their own attitudes.

A study by DeKock²⁰ considers this question whereby participants are placed in an environment and organized in five levels of learning:

1. Receiving
Students read, listen, observe, intuit;
2. Responding
Students question, discuss, introspect, write, respond emotionally;
3. Valuing
Students examine, evaluate, commit themselves, argue, act upon conviction, join a group, try to convince others;
4. Organizing
Students face situations calling for value judgements, making-decisions, solve problems;
5. Being characterized by
Students regularly reveal commitment on the issue and are considered predictable on certain values.

A simulation called "Sunshine" was designed where participants become members of different races in a mythical city and face various urban problems, including segregation. DeKock found that this simulation forces students to experience all five levels of the above taxonomy. It is in levels 2 to 5 that students find themselves interacting and where attitude change really occurs. To investigate the effects experienced by students living in a simulated environment DeKock produced results of pre- and post- tests on racial attitudes administered to 398 high school juniors at El Captain High School, Lakeside, California, 1965-68. Between tests students participated in the "Sunshine" simulation.

Evidence reveals that students participating in the "Sunshine" simulation did have a change in attitudes.²¹

One of the initial tasks that a Community Development Officer in our modern age faces is that of initiating change: not the change that comes through orders-in-council, but a change in attitude towards self, towards others, and to the concept of people working together in identifying problems, alternatives to possible solutions, making-decisions, and co-operatively activating and evaluating their decisions.²² The technique of simulation has great potential in bringing about planned change.

A category of learning in simulation games that has been overwhelming reported by participants is that of "understanding." Depending upon their role in the simulation, participants feel that they really understand now what it is to be, for example, powerful or unemployed. Virtually everyone has ideas and opinions however vague and scattered, on any assigned role in a simulation, and as a result of a simulation exercise those concepts become integrated for them as the parts of a puzzle fit together to form a clear picture. A quote used by Fletcher expresses this concept:

I had in my head a huge amount of information about what a cabinet minister in Canada is like, or even various things that I have picked up from my parents or from people that I go around with, or from reading the newspaper; I had a lot of opinion that I had not really thought out terribly carefully but which I expressed all the time, and then when I got in the game, I was put in the role and was asked to do things. And all at once the facts congealed into some kind of a coherent pattern.

And at least I now had a consistent point of view about a cabinet minister.²³

Fletcher's comment on the above:

If that is what it [understanding] means, that may be one of the most powerful kinds of learning that can come out of simulation games: the sense of putting together a whole lot of pieces that had not been put together before.²⁴

Another facet of learning in simulation games is that of strategies and skills of winning. From the psychology of learning, a basic law of behavior would appear to be that "behavior is controlled by its consequences."²⁵ Simulation games present contingencies which reinforce effective strategies; the learning of such strategies are demonstrated and reviewed as basic to the use of games in education and research by Schild.²⁶

He found that games may induce learning in at least two distinct ways:

1. By generating a high level of motivation and interest and by focusing the attention of the player, (Boocock and Coleman, 1966), in this way the learning of facts or beliefs presented to the player should be facilitated;
2. By establishing a series of contingencies, where reinforcement-success in the game--is contingent upon specific behavior ("good play"); in this way strategies and skills conducive to winning the game should be learned.²⁷

From Schild's research on the Parent-Child Game he emphasizes the implications for learning in a game-situation:

That the players learn to select those strategies which are rewarded with success in the game . . . the game can be viewed as an organized set of reinforcement-contingencies which shape the strategies of the players.²⁸

In Schild's reference to games as educational devices he reports:

In the sense of the present analysis a simulation game does not teach more than could have been learned in the real-life situation or process simulated. The meaning of "simulation" is exactly that the contingencies in the game reflect those in real life. But the simulation has, from a teaching viewpoint, advantages over the real-life situation, even beyond the fact that the real-life process may not allow for repeated trials. First, the simulation is less complex than real life, facilitating adaptation to the crucial factors which are included in the game. Second, feedback is usually much more rapid in the game than in real life.²⁹

An important feature of simulation games frequently referred to in the literature is that everyone participates, although this may vary in degree, depending to a great extent upon the assigned role or position. A research study by Inbar³⁰ appraises the effectiveness of a simulation called "Community Disaster." This simulation of a community's response to a natural disaster was developed for a large youth organization which had difficulty in interesting its members in community emergencies.

The data are from an aggregate sample of 256 players--three groups of players participating in three different sessions. Inbar notes that players are often aware of the imponderable nature of what they have learned, for example, "I cannot think of anything definite I have learned, but in case of a disaster, I might do something that I wouldn't have done if I hadn't played this game."³¹ The majority expressed a similar message by reporting what they "feel" or "realize" as a consequence of playing the game. "It helps a

person to realize what handicaps and problems are present during a catastrophe, such as no telephone or TV, and his terrible feeling of helplessness when he does not have access to those 'normal' facilities."³² Inbar indicates that most of the learning that occurred in the Community Disaster Game was in connection with strategies and "problems."

This learning by experience is, of course, one of the major aims of games with simulated environments. Abstract concepts such as organization, co-operation, preparedness, and the like, take on a new concrete meaning. Inbar's data from this simulation supports the claim that in addition to being a powerful motivational device games have an important teaching potential. More than 80 percent of the players reported that they enjoyed the game and also gained insight into the situation it purported to simulate. As a teaching aid, a simulation seems likely to be valuable as a preparation for active participation in discussion on the subject simulated. Games with simulated environments use the techniques of co-operation as opposed to competition; this method has high priority in community building.

Lee and O'Leary³³ conducted an extensive scientific study to investigate by means of a controlled experiment, the learning effects, as measured one month later, of a three-day immersion version of the Inter-Nation Simulation. In this simulation students have the opportunity to live through mounting international tensions and conflicts, they

have to make decisions under conditions of uncertainty and ambiguity, and they have to live with the consequences of these decisions. An intensive analysis of what students learned as a result of their participation in this one unique educational experience follows:

1. The major conclusion that we draw from this experiment is that, given the right conditions, simulation can be a truly high-powered educational technique. We have seen in this study that simulation can induce personality and other changes in students along lines that can enable them to function more effectively in complex and ambiguous decision-making environments. We have also seen that some students as a result of their experience in the game were able to develop a more mature and sophisticated understanding of the world of international affairs. These results very much tend to support the claims made by simulation practitioners that the technique can accomplish educational goals hardly ever talked about and even more rapidly achieved by the more traditional approaches to education. The fact that we were able to detect these learning effects on such a small sample one month after the game events is especially significant.
2. The study also demonstrates that nontrivial learning can be fun. In fact, we strongly doubt that the simulation would have been effective at all unless it were fun. This means that student enjoyment is not just nice if you can get it, or is useful to keep students from protesting against the sterility of the educational system. Our findings clearly imply that student enjoyment is absolutely necessary to achieve the more profound kinds of learning objectives addressed by simulation games.
3. Beyond enjoyment, the experiment also reveals that simulation can invoke deep and powerful emotional forces which become critically enmeshed with the learning process. We have seen, for example, that the game generated a degree of student involvement so great that it actually influenced the sleep of a good many of the participants. The study also suggests that strong defense mechanisms can be brought into play when students feel psychologically threatened in a learning situation and that these defensive reactions can block off certain kinds of learning. What we have seen here is that learning

is very much a function of the learner--his personality, his attitudes and his feelings--as well as being a function of the teaching situation. This experiment clearly shows that learning is as much a dynamic emotional process as it is a cognitive one. Finally, it is evident that we are only just beginning to learn about the role of emotion in learning--especially in simulation games.

4. The experiment also points up the fact that we know very little about how people learn from their experience in real life. Much of our learning occurs outside school--in the family setting, on the job, in interaction with our friends, through books, movies, and other mass media, and as a result of crucial life events . . . One can observe that certain individuals are good at drawing lessons from life while others do not seem to benefit much from their experience . . . Experiments using simulation method, of course, are an ideal way to study what kinds of people learn what kinds of things in what kinds of life situations.³⁴

Limitations and Validity

Simulation in education is a very new technique with possible disadvantages. It is very difficult to obtain quantitative evaluations of the effectiveness of simulations. Hall T. Sprague and R. Garry Shirts of the Western Behavioral Sciences Institute wrote,

Perhaps it is no wonder that simulations were . . . "accepted with remarkable enthusiasm" . . . Such assessments inevitably are favorable if conducted by persons . . . who are heavily invested emotionally in the ideas being evaluated.³⁵

Generally, evidence strongly indicate that students do enjoy playing educational games, but what are the benefits beyond having fun? Do games teach facts better than other devices? Do they really teach values? Will students think more critically as a result of playing educational

games?

Unequivocal answers to these questions are impossible, for it depends upon what game is referred to, under what circumstances it was played, and when and by whom it was evaluated. It is acknowledged that the best of games can be ruined by the wrong introduction, inadequate debriefing or poor teaching. Any attempt to weigh the pros and cons of games necessarily involves a great deal of conflicting and contradictory evidence.³⁶

In trying to evaluate games as educational tools, Raser refers to two things that are soon evident:

1. That nearly everyone who uses them or observes their use is highly enthusiastic;
2. That this enthusiasm is based to a great extent on subjective estimates of what the games accomplish rather than an objective measure of learning or on other empirical data.³⁷

Possibly the most critical review of simulation games has been done by Cherryholmes. In an attempt to assess the efficacy of educational games in general, he set up five hypotheses as to their effect:

Hypothesis 1: Students participating in a simulation will reveal more interest in a simulation exercise than in more conventional classroom activities;

Hypothesis 2: Students participating in a simulation will learn more facts and principles of information than by studying in a more conventional manner;

Hypothesis 3: Students participating in a simulation will retain information learned longer than if they had learned it in a more conventional manner;

Hypothesis 4: Students participating in a simulation will acquire more critical-thinking and decision-making skills than will students in more conventional classroom activities;

Hypothesis 5: Students participating in a simulation will have their attitudes significantly altered relative to attitude-change produced by more conventional methods.³⁸

In reviewing the findings of six educational simulation studies, involving five different games, he found support only for the first hypothesis. Although there were some differences among the studies, so far there is no justification for concluding that simulations are either more or less effective than traditional teaching techniques.³⁹

According to Gamson, it is not necessary to enjoy a game or to do well in the playing of it to learn from it. He hypothesizes that whatever learning takes place happens not at the time of playing, but afterward, and only if some conscious effort is made to convert the experience into some knowledge or insight.⁴⁰

Crow and Noel present a different view for validity:

Establishing the "validity" of simulations or any other behavioral science method, is difficult. We believe that much more rapid progress could be made by a seemingly simple change in viewing the problem: We should shift attention from the validity of the method itself to the validity of using the information produced by the method. We suggest that validity be measured by asking: how useful to the purpose for which it is to be gathered is the information produced by this method, as compared to some alternative method? We believe this approach to validity brings it more closely in accord with modern concepts of scientific method, and guides research more directly to application.

The most important implications of this approach are that accuracy and precision are no longer the sole considerations in evaluating a method, and that a method "valid" for some purposes may not be valid for others.⁴¹

Finally, judging from the literature, there has not

been a valid measurement devised to really objectively evaluate the claims attributed to simulation games.

Fletcher says,

I am skeptical about every one of these claims, and I think that until we get serious about the question of what kinds of students find what kinds of games entertaining and fun, active, self-judging, motivating, etc. we are not going to get too far.⁴²

The general consensus is that much more research is required on simulation effectiveness.

Community Development

The literature on simulation as an educational technique, particularly in social science where different segments of society were simulated, suggest that it could be applicable as a technique for community development. Studies, although mostly subjective, do support the theory that simulations do enhance learning, change, participation, communication, leadership and decision-making. Those are the concepts that are inherent in community development as demonstrated by the following definition.

Community Development is an educational-motivational process designed to create conditions favorable to economic and social change, if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure fullest participation of the community must be utilized.⁴³

Learning in the community implies such things as involvement, engagement, and participation, those are not goals, but rather means to community action. It would appear that simulation as a community development technique could

bring about the desired results in issues as expressed by Kidd.

1. Not, should we participate? but, how will we participate?
2. Not, is our commitment to change? but, to what kinds of change?
3. Not, are we motivated for change? but, what is the kind and quality of motivation?
4. Not, will we work with community forces? but, how will we co-operate?
5. Not, will we use special tactics such as confrontation? but, what tactics are best suited to our goal?⁴⁴

A simulated environment could be employed through the use of a hypothetical community as the setting for testing the best approach to those issues. Research by Duke led him to conclude:

The promising history of the operational gaming technique, its widespread use for business applications and its rapid acceptance in a variety of fields, coupled with its potential for use with the highly complex, pressing problems involving crucial urban phenomena, clearly establishes the need for the design, development, and replication of a proto-type community game-simulation.⁴⁵

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Chapter 3

STATEMENT OF THE PROBLEM

The central problem of this study is to investigate a simulation as a technique for community development in relating community concerns or problems simultaneously to people of different age and educational levels.

Research studies as reviewed in the previous chapter support the theory that simulation exercises are: (1) active learning experience, (2) motivating, (3) aids to understanding, and (4) interesting to participants, because they are involved in the decision-making.

In this application of a simulation of a cross-section of people from the community, representing the community in various levels of age and education, not just those in a concerned area or segment of the community, would be informed and involved in the decision-making process. Involving the whole community is one of the major objectives of community development.

This study will consider the possibility of a simulation as a technique for community development insofar as it relates to communication and decision-making skills.

Hypothesis

A community group can learn from a simulation, such as "Community X", because of their active participation and involvement, and this learning can be immediately applied through the debriefing exercise to actual community issues or problems, thus making the simulation relevant to real life situations.

Methodology

The Community X simulation as a learning technique has been tested with a variety of community groups on thirteen occasions during the summer, fall and winter of 1971-72. With the exception of one, the author's position for all tests was that of director and observer. A written account of the events that had transpired were made during and following each simulation exercise. Evaluation question sheets were given to participants on occasion following the simulation. Originally, they were not intended as a measuring device for the simulation and as a result were used sporadically. However, a sufficient number were used to reflect the participants' views on the effectiveness of the simulation.

Loosely structured interviews were held following each simulation exercise with a few participants. Statements from professionals who participated in or observed the simulation on Community X constitute another aspect of the

evaluation. The facilities of The University of Alberta Libraries were explored to examine previous findings on simulation as a learning technique. A descriptive and analytical account of the process and impact resulting from the Community X simulation will be elaborated on by the author.

Limitations

The absence of a systematic community follow-up on the Community X simulation is a major limitation. Further study will be required to investigate the carry-over by the participants of the learning process gained from the simulation experience to the actual community. The review of the literature acknowledges the lack of a suitable measuring device for simulations. All simulation test groups included in this study, with the exception of one, were held in Alberta.

The Community

Community X was designed to be representative of a small city or large town in Western Canada. The film "Community X" shows the town and some of its problems. The film and accompanying Map and Services Guide serves to orient participants to the fictitious community. While the film (16 mm, sound) is probably not necessary, it has been used in all tests conducted by the author; however, the game designers believe that it is essential that some form of

pictorial and audio orientation to the community be used. This could take the form of a tape-slide presentation, film or video tape. This appears to be crucial to the establishment of a feeling of identity with the community. The narration used in the film describes the community. (See Appendix).

Community X

Community X is a simulation that helps to teach communications and decision-making skills. It is designed for adults and youth in either an urban or a rural setting for groups from twelve to thirty participants. The whole exercise, including the introductory film, the simulation and debriefing takes about three hours. This simulation requires a director and an assistant familiar with community problems, dynamics of community action, and communication processes.

Essentially, the initial encounter with Community X began during the author's 1971 summer internship in an assignment that involved the following:

1. Becoming familiar with the operation of the simulation on Community X so as to use it independently. This included the skill of debriefing the exercise with the participants;
2. Organizing local community groups in a variety of situations for the purpose of testing the simulation;
3. Conducting the simulation on Community X for these

groups;

4. Evaluating the effectiveness of the simulation as a learning device and assist with possible revisions;

5. Becoming familiar with local community issues so that the situations raised by the simulation are pertinent to the test groups.

Samples of all the materials necessary to operate Community X, with the sole exception of the 16mm sound film, are included in the appendix. The author's addition to the designers' materials consisted of (a) seventy roles composed for individuals in the community; (b) the drafting of letters to the mayor and committee chairman; (c) composing committee meeting minutes, and (d) an agenda for the committee meeting.

In the simulation two problems were presented to the participants, the first concerned the closing of the community Teen Coffee House, and the second involved the establishing of a new shopping centre by an outside company. Five of the simulation tests used an alternative problem centering around establishing of a feed lot in the Community X area.

The following preparations were made for the simulation in each community:

1. The desired community was contacted two weeks in advance, suggesting a tentative date, time, location and coffee arrangements to be confirmed later;

2. The contact or whomever he contacted, organized for a mixed group of about twenty people, a cross-section

of the community in age and educational levels;

3. The location chosen consisted of a room large enough for the whole group and suitable for film showing plus a smaller room close by.

Materials

The materials required for the simulation included:

1. The film on Community X, projector and external speaker;
2. Maps and Services Guide for every third person, creating a need for sharing and interaction;
3. Posters of the Teen Coffee House to be put on display;
4. Role cards for citizens and committee members stating age, sex, family status and income;
5. Information for the committee chairman:--Agenda.
 - Chief of police letter to mayor.
 - Mayor's letter to committee chairman.
 - Minutes of the previous meeting.
 - Memo from director for chairman to use the material at his own discretion, a time limit being specified for the meeting unless new issues developed;
6. News item "Teen Coffee House Ordered Closed" for the president of the Teen Coffee House including a poster of same;
7. Confidential information on new development for

Pyramid Development Corporation Steno-clerk;

8. Confidential information for citizen's alderman, this being the same material as the committee chairman has;

9. News item from Capital City Press;

10. Notice to householders;

11. News item, Editorial, Community X newspaper;

12. Attorney-at-law's letter to householders;

13. Memorandum paper for director and assistant;

14. Coffee available at a designated time.

Test Groups

The initial testing took place during the summer vacation period, which made the organizing of groups more difficult than normal. The communities were chosen solely on the basis of getting a sufficient number of participants for the simulation. Several of the communities contacted were unable at that time to get a group together for a variety of reasons. In any event, the common procedure followed in arranging for the simulation was to contact a formal leader of a community, briefly explain in a general way the exercise offered, stressing important aspects such as citizen participation and decision-making in the community. Later simulations were conducted with organized groups who requested the exercise. The community, date, and number of participants for the simulation tests on Community X were:

T E S T G R O U P S

<u>Community</u>	<u>Group</u>	<u>Date</u>	<u>No. of Participants</u>
Edmonton, Corbett Hall	Extension Personnel and Community Development Students	12 June 1971	11
Camrose	Community	12 July 1971	12
Edmonton, Canora	Community	13 July 1971	15
Vegreville	Community	29 July 1971	22
Fort Saskatchewan	Community	10 August 1971	20
Evansburg	Community	12 August 1971	23
Edmonton, Area 13	Community workers	19 August 1971	8
Edmonton, Mayfair Hotel	Farm leaders and organizers	21 October 1971	25
University of Alberta	Fourth Year and graduate students in Agricultural Economics	8 November 1971	13
University of Guelph	Canadian Cattlemen's Association	23 November 1971	55
St. Albert	Alberta Association of Registered Nurses	12 January 1972	27
Lethbridge	Agricultural Policy Development	15 January 1972	21
Edmonton, Providence Centre	Agricultural Policy Development	18 January 1972	17

Table 1

Director's Role

The simulation director, in this case the author, sometimes referred to in the literature as the gamemaster, instructed the group on the format and rules for the three hour workshop on simulation in communication and decision-making in the community. Since few participants were acquainted with simulations of any kind, the director's introduction included a brief description of simulation using examples such as the journey to the moon where television showed live and simulation pictures, and community civil defense rehearsals. The designers of the Community X simulation were acknowledged, and participants were informed that the simulation was being tested; hopefully, it would be a learning experience for everyone present. The director then proceeded to give the format for the simulation exercise which consisted of the following:

1. A film on Community X to which all participants belong as citizens;

2. Following the film, distribution of role cards, on which each card indicates the position in the community, the participants being informed they are to use their own experience, be themselves, do what they feel they would do in that person's position;

3. Second showing of the film, so the participants could picture themselves according to their role in Community X;

4. Coffee-break, at which time the chairman would be requested to get his committee members together and meet in the adjacent room. The director's assistant would be with the committee as an observer;

5. The director remains with the citizenry of the community, consulting occasionally with his assistant and decides when appropriate to introduce additional data and problems. The simulation director must be keenly aware of what is happening and must be able to "manufacture" information or events if necessary to obtain the required activity. The director should not be dismayed by frustration or lack of success in the groups--this parallels reality. However, he must be able to decide where and when it would be appropriate to inject new material or withhold information, but always aware of the needs of the group. The director should always appear to know what he is doing but never appear to be "playing" with the groups.

6. The simulation would end with a general discussion.

Instructions

While the film was being rewound after the first showing, to stimulate interaction, all were requested to circulate in the group getting the name of everyone present. Role cards were then distributed at random to the group. Some of the roles are required for the exercise to function, others are optional. Immediately following the second showing

of the film the committee chairman was requested to have his committee members, indicated on the role cards, pick up their coffee and meet in the adjacent room. At this time he was given the material designed for him.

The remaining participants, about three quarters of the total group, were reminded that they were all citizens of Community X and happened to be having coffee together somewhere in town. Coffee was available for them. The president of the Teen Coffee House was given his material and the steno-clerk a confidential file. The alderman in the citizens group was given confidential information,--in fact, copies of all material being used by the committee chairman in the adjacent room.

The committee meeting is structured while that of the citizens group is completely unstructured, but the latter has all the information distributed among its members that the committee meeting has, but those resources are scattered throughout the community with no immediate incentives for cooperation. The director withdraws from the citizens group to a table where he has his material, but close enough to hear most of the conversation. He observes what happens to the citizens in a simulated community with an artificial problem. The director records events to assist in debriefing, and as well is prepared to feed information to the citizens as the need may arise. The assistant director follows a similar procedure in the committee meeting. Observations made by the director include the following:

(a) the number of groups and the prevalence of uncertainty among the citizens, (b) how information is shared, (c) how leadership arises and how the problem becomes known, (d) the patterns of communication, (e) how decisions are made, and (f) the process developed towards an organized group despite vested interests.

The three hours required for conducting the Community X simulation consists of three stages:

1. One-half hour for the introductory remarks, instructions and film showings;
2. One hour and a half for the participants to deal with two issues;
3. One hour for debriefing the exercise with the participants.

From the simulation tests held, the author and his assistant (usually a different person for most tests), have made the following observations regarding the participants' interaction during the play of the game:

Citizen Similarities

1. In all cases, with variations, the president of the Teen Coffee House made public the news item concerning the closure of the Teen Coffee House, at least to the group he happened to be with. When he delayed doing so, the group(s) began sharing role card information with those close by and on occasion wandering around to find out what other participants' roles were. This usually produced interaction

and humor;

2. Initially there were several simultaneous conversations among the participants, some on the problem topic, while others discussed topics of personal interest;

3. The alderman invariably delayed giving information until some cohesion had developed among the citizens, and then only vaguely or piece-meal, resulting in citizens being suspicious of him and questioning his motives;

4. As the news of the Teen Coffee House closure is generally known, the citizens look to the president for more information and accept the news item as official. The unorganized group seek a scapegoat for the problem by referring the cause of the complaints to parents or outsiders from Capital City, and tend to defend the need of keeping the Teen Coffee House open. The conversation drifts around the problem without direction;

5. The group(s) become more structured through certain individuals gradually doing most of the talking and seeking information. Considerable information in the group is not shared;

6. As the director inserts new material through two or three individuals in the group, there is a gradual turning to the second problem, and finally with the "Notice to Householders" they are on the new topic with the Teen Coffee House problem left without a decision;

7. Citizens ignore pertinent information, and householders if not previously involved are very much so now,

with the spokesman of the Teen Coffee House reduced to a minor role. Citizens by this time are in one group, or possibly two, down from the original four or five gatherings. Some look for a lawyer in the group, and again individual decisions begin to emerge without much support;

8. Most of the citizens make real efforts to get involved, but generally they feel they cannot do anything until they see the mayor (scapegoat). This results in someone suggesting a citizens' meeting and having a committee go to see the mayor, but many concerned participants are planning to act on their own, for example, getting a lawyer;

9. By this time the alderman has shared all his information, but because of vested interests, changes his viewpoint and support carefully, leading the citizens to question his motives directly and no longer look to him for leadership. The steno-clerk usually has revealed the confidential information by this time;

10. When the committee meeting members return to the citizens group a structure usually emerges very shortly. If and when this begins to happen the director calls for attention and the remaining time is devoted to debriefing.

Citizens Differences

During the process of the simulation on Community X, the citizens group revealed some unique happenings uncommon to the tests in general. Differences noted were:

1. Groups with a higher level of education (university training) formed earlier in the simulation into one group and immediately pressured the alderman for information, and if he did not have answers they wanted to know why;

2. Citizens who organized earlier in the simulation decided immediately to go to the source of information, the chief of police or mayor, but soon drifted in their conversation and talked around the problem;

3. In groups where participants failed to share the information on their role card, the interaction was one of caution and insecurity;

4. In some groups where a participant arrived when the simulation was in progress those late arrivals took the simulation discussion as a real issue and soon voiced themselves very strongly, offering definite opinions on what the community should do: a clear indication of the simulation reflecting reality;

5. When the president of the Teen Coffee House was an elderly person, or a bashful youth, leadership and awareness of the problem suffered. Here the director instigated action via memorandum to the above or to anyone showing leadership;

6. In two groups some participants continually referred to their youth as a model: "teens have to be supervised;" yet there was no consultation with the teen-agers present: they were left out of the decision making;

7. In all tests, only on three occasions were there any attempts made by the citizen participants to contact the committee participants whom they knew were meeting next door. Generally, most knew nothing of the committee participants' role, and fifty per cent of the time did not inquire after the committee returned to the citizens group;

8. In one community where there were two groups of citizens by the end of the simulation, the group sitting spoke quietly and interacted mostly with those close to them, while the group that happened to be standing showed a great deal of interaction and involvement;

9. On two occasions where the alderman overlooked the fact that the committee meeting materials he had were confidential, he immediately took the leadership, appointed a secretary, imposed structure on the group and did not meet with any opposition;

10. In one simulation, with the exception of four participants, there was no group interaction, only individual participants sharing information with those on either side of them, which (as was revealed in the debriefing) they attributed to the physical arrangement of the room.

Committee Meeting

The committee meeting differed from the citizens group in that it was structured. They had a chairman, minutes, and all the other mechanisms of a formal decision making structure. The committee roles produced security by

way of important standing in the community and very high income. The following observations were made and were common to all committee meetings with slight variations:

1. The committee meeting, with the chairman taking his role in an official capacity, usually became structured in the first few minutes. A bit of confusion followed, but then the meeting proceeded in a formal manner;

2. The participants immediately questioned the procedure of the mayor and rejected being used by him, despite the personal interest of some participants in the new development;

3. All information was shared early in the meeting;

4. In spite of the fact that they recognized rumours and unfounded complaints, the participants proceeded to make decisions and recommendations. Like the citizens group, they sought a scapegoat in that they blamed outsiders, Capital City Press, the mayor's son; and in one case the meeting consisted of forming several committees to obtain further information;

5. The committee participants gave support to the new development, the second problem, while in contrast the citizens' group opposed outside investment in their community;

6. In any event the participants in the committee were not misled by reports to the degree that the citizens group was, nor did they get excited about happenings as the simulation progressed. They reached decisions through

motions, even though sometimes the chairman made the decision and the group agreed, and they felt secure and confident in the action they had taken with the problems.

Debriefing

When sufficient experiences have occurred to have generated data for discussion, usually after one hour or an hour and a half, the director calls the groups together for the debriefing. This is probably the most important part of the simulation for the participants in that they are able to reflect on their actions and evaluate their experience. There is often an enormous pressure from the participants to talk about their experience. To omit the debriefing would make it very difficult for the participants to discuss the game and its contents.

For the debriefing exercise the director has the committee members and the citizens at large sit together in a cosy circle. He assists them to analyze their experience by leading the discussion and asking questions. A flip chart or blackboard is used by the assistant director to record the main points expressed in three areas: a) a one-word response from the participants expressing their reaction to the simulation; b) what actually happened during the developmental process of the simulation; c) by way of conclusion from their learning experience, a list of the steps they would follow when faced with similar community problems in the future.

With variations, the following are among the key questions asked of the participants during the course of the debriefing:

1. How did you feel about the simulation and the role you had?

2. What kinds of decisions were made?

How do you account for the difference in procedure between the citizens group and the committee meeting?

3. What were the effects of these decisions as they became immediately apparent?

4. What constraints did citizens or committee members feel?

5. What influenced the decisions that were made?

6. What kind of interaction occurred between the citizens?

7. What did you learn?

8. What did you feel you had done wrong and why?

9. What course of action might you choose next time?

10. In your own community where does this simulation reflect real life situations?

It is during the debriefing that the participants gain insight into the process of what actually happens in a community when a problem arises. The whole simulation is merely a means whereby those involved experience something so that they can reflect on it and in so doing learn from the experience. The director and assistant are expected to

follow a few simple rules:

1. Keep the discussion friendly and informal, be gentle when necessary, and attempt to have the participants explain their feelings. They are not to be told what they did during the simulation, but rather are asked about the process;
2. Try to let everyone have an opportunity to express himself, using techniques of group discussion which can keep one or two from monopolizing the discussion;
3. The discussion should relate to the problems of the real community as well as the simulation. What was learned from the simulation that could assist the solution of local problems?
4. The groups should be complimented for some of the proceeding which was well done and for their participation.

Comments and Reactions

The test groups expressed the fact that the simulation was a real learning experience for them and very much applicable to their own community. Their main comments:

1. The importance of not jumping to conclusions, of checking out rumours and sources of information;
2. Direct the discussion to the problem; don't just talk around the supposed problems;
3. In retrospect they were aware of not sharing information and actually not communicating effectively;
4. It takes personal concern or vested interest in

order for many people to become personally involved;

5. They were aware from the simulation that, although some people did make personal decisions, there was no group decision. Problem solving was thus not effective for the community without their becoming a more cohesive group;

6. All test groups immediately referred to a current community problem as a practical example of their lack of group communication and decision-making skills in problem solving. Examples of community problems given were water supply, dust on town streets, snow removal, road signs and speed limits at town entrance, rezoning, snowmobiles, and community involvement;

7. There was a general tendency of many to take the precaution to wait and see what the viewpoints of others were before expressing themselves on an issue;

8. Many participants in the citizens group expressed suspicion as to what the committee meeting was about, but few made any effort to find out;

9. All test groups expressed the desire to have another simulation as a further learning experience in understanding the community process.

In order to conclude the debriefing session the director and assistant by way of questions usually covered briefly several points of interest overlooked by the participants in their comments:

1. The number of groups and conversations during

the early stages of the simulation;

2. How suggestions of some citizens and pertinent information of the director were not acted upon and could have been helpful to them;

3. The manner in which they permitted some talkative individual to make decisions for them. The many good suggestions for positive action that were not followed up or simply dropped;

4. The arrangement of some group(s) were not conducive to discussion; people on the outside circle were left out; teens not always consulted on an issue that concerned them;

5. The process of advancing from private decisions to a group decision, consensus or priorities was referred to as an effective means of reaching a possible solution to solving problems on the community level. The application of the simulation was made to their respective community problem;

6. Reaching a group decision is only part of the process in solving a problem. There still remains the implementation of the decision.

Considering the cross-section of community participants involved, and the differences in age and educational levels, the simulation appeared to be very effective method of learning, due to active participation and involvement in what could be real issues.

Adaptability of Community X

A major feature of the design of the Community X simulation is that it can be easily modified and adapted to existing local conditions. The problem of the teen centre and new building development in town were chosen as being very representative of community problems which generate discussion. They are also current in dealing with local government.

Community X simulation was revised and used in five of the thirteen tests in what was described as "an agricultural policy development process" with organized groups. The format of the simulation was essentially the same as the original with the exception of the second problem being changed and the development of new role cards for rural, town and government positions. The process in this revised version was designed to aid development of policy from the grass roots up to the Cabinet level.

The second problem simulated in this case concerned the small rural farmer, the townspeople of Community X, and outside corporation interests. Their involvement centered around a proposed feed lot. (See Figures 1, 2, 3, 4 and 5).

In view of the fact that the revised simulation was used with a variety of agricultural related groups as the initial phase of seminars or study days, the process experienced by the participants in the simulation was constantly referred to by the seminar leaders as they guided

the group through the procedure of policy making.

Both the participants and the leaders acknowledged the valuable contribution the simulation provided in understanding policy making. In many cases it was only during the seminar or as the study days concluded that the participants saw the relevancy of the simulation to the contents of the seminar, and as a result were very much impressed as they visualized the simultaneous interaction and understood the process. Briefly, the main steps in the process are:

1. Establish broad group objectives
2. Analyze the situation
3. Set goals and targets
4. Examine alternative policies
5. Decide on policy
6. Plan of action
7. Evaluation

The findings from the revised simulation did not show any noticeable difference from the original design which were considered earlier in this chapter. However, those who followed the simulation with a seminar or study days had the added advantage of applying their learning experience immediately to their common problems, and as a result were more open in communication as well as realizing the importance of reaching a group decision with their real problems.

Some additional community problems that the designers of the Community X simulation see as being explored through this simulation include:

1. Pollution/ecology
2. Location of sanitary land fill
3. Recreation land use
4. Airport associated problems
5. Highway relocation
6. Office complex/apartment development
7. Declining population
8. Changing school age population
9. Community college
10. Similar problems with community implications

An evaluation of the effectiveness of the Community X simulation will be discussed in the following chapter.

NEWS ITEMSCapital City Press

It has been reported that R.K. Spence Corporation of Capital City is in the process of buying a large area of land on and North of Coyote Creek for a Feedlot. Unofficial sources indicate that this major project is partly financed by some local businessmen and/or major farm holders.

Town officials were not available for comment, but it is understood that land north of town is for sale.

A Unifarm spokesman questioned the intrusion of an outside corporation coming into their area plus the fact that Unifarm members have already tentative plans for a Feedlot and are presently negotiating with the provincial and federal government for assistance.

NEWS ITEMLocal Press

It has been reported that the Unifarm District Chairman has confirmed the intention of a group of farmers to establish a co-operative feedlot capable of handling 6 to 7 thousand head of cattle some distance from town on Highway 16 in the farming area.

Spence Corporation previously announced their interest in obtaining land adjacent to Trout River and Coyote Creek for a 10 - 12 thousand head feedlot. It is their intention to custom feed cattle and apparently at less expense than the smaller feedlots of the farmers.

It appears that many farmers will be influenced by the possibility of cheaper rates being offered by Spence Corporation. The question remains is Unifarm able to form policy suitable to the needs of the farming area, or do they let big business profit from their needs.

Confidential Files

Spence Corporation Ltd.
Capital City

RE: Proposed Feed Lot
Community X

Cost: Approx. \$200,000
Location: Adjacent and North
of Community X

Capacity Projection - first year 2500 head
second year 2500 head additional
third year 5000 head additional
future possibility of continued increase

1. Yardage 8¢ a head per day (presently 10¢ with local farm feedlots).
2. Employees 15 and increasing to about 25.
3. Manager with two sub-managers: 1. Physical feedlot
 2. Buyer and seller
4. Trucking arrangements possibly contracted.
5. Manure disposal also contracted locally.
6. Construction jobs involving fencing, land levelling and feedmill.
7. Local contractor will be used.
8. Financing (some from farmers) and means of controlling pollution will require further on the job study.

Note: The farming area of Community X has some small commercial feedlots. Within a year we should be able to win over their customers. However, there is some concern that the farmer's co-op with Unifarm leadership may speed-up their plans for a feedlot, which could be detrimental to our plans for expansion. Hopefully we will be set up before they get organized.

MEMO TO COMMITTEE CHAIRMAN:

FROM: Uniform District Chairman

The fact that R.K. Spence Corporation have actual plans for a Feedlot North of Community X on Coyote Creek, with a few local farmers and businessmen supporting 30% of the \$200,000. project gives us real cause for concern.

I am requesting your committee to immediately come up with some enabling policy by which the local farmers may obtain their own community feedlot. The estimated cost is \$100,000. with the possibility of a Government Forgivable Loan of \$15,000.

In your reply please indicate local community zoning problems, general implications as you see them, and proposed channels to follow for obtaining government and private capital.

Quinley, James and Burten
Attorney's at Law

C O N F I D E N T I A L

Dear Sir:

I am hereby authorized to offer you the sum of \$400.00 an acre for the purchase of your property located north along Coyote Creek and extending north west of River Road. Town limits, we understand, to be the Coyote Creek Road.

Thank you for your cooperation.

Yours very truly,
John R. Quinley
Senior Partner

JRQ: jlm

Chapter 4

EVALUATION

Before exploring the validity or evaluation of the Community X simulation, consideration will be given to the question of validity in general, in the light of gaming and simulation.

Theorists have developed some criteria, with variations, to determine the validity of games. However, it is understood that a simulation or game that is highly valid for one purpose may be entirely invalid for another. One such theorist gives criteria that suggest:

Validity is increased if (a) results are consistent in a number of "runs" of the game; (b) the game has "face validity," that is, it seems realistic; (c) it can be determined that the variables built into the game are similar to those operating in the reference system; (d) the game generates events or processes that also occur in the reference system; and (e) similar results are obtained from examining the same hypotheses both in the simulation and in the reference system.¹

Comments made by participants, to be considered later in this chapter, confirm the presence of the above criteria in the Community X simulation. Simulation in this study has been described as a process involving the use of a model. The merits of a model according to Abt Associates are:

1. Validity. How truly representative of the real life situation is the model?
2. Coverage. How much of what is important in the real life situation is present in the model?
3. Comprehensibility. How easy is the model to understand and conversely how easily are the significant processes which have been modelled understood from the model?
4. Experimental Utility. How useful is the model in permitting the experimental manipulation of the real life processes in order that they may be investigated in changing conditions and under differing circumstances?
5. Applicability. Is the model significant insofar as it assists in the understanding and possibly in the control of the real life conditions that are depicted by it?²

The Community X model meets the above conditions in that it is based on a community setting with a variety of age and educational levels, and the issues involved are typical of community life. The literature supports merits of a model as a far more valid criterion on which to base the effectiveness of a simulation exercise than those evaluative criteria that try to establish that it is a better method of learning or teaching than any other method.

The advocates of simulation games encourage their use with descriptions of their obvious success, but at the present time are unable to support their conclusions with hard proof of the simulation effectiveness.

Game designers are the first to admit that little precise research has yet been done; they are using hunches, intuition, and subjective observations as hints toward developing a research tool for evaluating the effectiveness of games.³

Gordon refers to several factors which account for the lack of solid evaluation for educational games. Such factors as the newness of the gaming technique, have not permitted the development of systematic evaluation procedures or a valid measuring instrument.

Standard types of tests are grossly inadequate for measuring whatever it is that games do teach. On the whole, research to date is probably more significant for identifying the difficulties of evaluating games than for precise findings.⁴

After evaluating the results of six different studies on the educational impact of such exercises as Life Career, Community Disaster, Inter-Nation Simulation, and others, Cherryholmes⁵, while agreeing that simulations do create more student motivation and interest, found that they produced no consistent or significant difference in learning, retention or attitude change. However, he does allow that it is "plausible to assume that simulations produce effects that have not been specified and measured"⁶ in the studies analyzed.

Boocock and Schild⁷, among others, offer empirical evidence supporting the learning effectiveness of games. Research has established that simulation games do teach, but how and why they do is presently a matter of controversy. Abt, in considering the evaluation of games, poses some questions:

Did the game accomplish the purpose it was designed for? Did the players end the game with a heightened awareness of factors involved in the real situation that was simulated? Did learning take place more rapidly than with other methods? Did the players become aware of the simultaneous interactions of forces? Did they use and apply the information generated by the game? Was the learning material employed so as to increase retention over time?⁸

Abt probably expresses the viewpoint of most simulation researchers when he says:

The answers to those questions are easy to obtain but extraordinarily difficult to evaluate. It is probably both more practical and more honest to admit that scientific evaluation of games' effectiveness will continue to elude us until we develop a quantitative theory of instruction or obtain very much more experimental data than we now have. Until then . . . we should probably be content with a more literary-dramatic evaluation of games.⁹

Participant Evaluation

There were two hundred and sixty-nine participants involved in the thirteen tests conducted with the Community X simulation. On occasion, evaluation sheets were distributed at random to the participants immediately following the simulation, some a week later, and others after a month had elapsed. The evaluation questions were not designed specifically as a measuring device for the simulation, but rather as a means of exploring the simulation's practicality in the understanding of the community process in relation to communication and decision-making skills. The number of evaluation sheets thus distributed would be in the range of eighty to a hundred. Of those, fifty-one were returned.

The evaluation questions, being open-ended, do not lend themselves to scaling, but do serve the purpose for which they were used--to obtain feedback from a random sample of the participants regarding the relevancy of the simulation as a technique in understanding the process a community goes through when it encounters a common problem or issue, and the necessity of open communication to all segments of the community in order to achieve effective decision-making. During the central part of the simulation a third of the participants were separated from the total group for a structured committee meeting, while the remaining two-thirds were citizens without any structure. No attempt was made to distinguish the replies from the structured or unstructured groups, since it was the same simulation. However, a comparison of the process followed by each group was made by flow chart during the debriefing.

A summary of the respondents' replies drawn from the evaluation sheet on the Community X simulation follows:

EVALUATION

Simulation on "Community X" - Your assistance would be appreciated.

1. How did you feel in regard to the role you had?
2. What specific information or action caused you to make the decisions you made?
3. In retrospect what way would you change the decisions you made if you could have done so?
4. What aspects of the simulation did you find realistic as a member of this community?
5. Specifically, where did you find the exercise irrelevant?
6. Comments?

Please return to - Bernard Bryden, Community Development
Program, Room 240, Campus Towers, U. of A.

Figure 6

1. How did you feel in regard to the role you had?

The general consensus expressed in the replies to this question was a satisfactory feeling of being in an actual, realistic situation. However, most qualified their answers, essentially referring to the first part of the simulation, by such expressions as: "concerned," "inadequate and limited," "confused," "humble," and "uncertain." This was to be expected from the design of the simulation, particularly for the unstructured group, in that someone would eventually have to begin sharing and communicating in order to identify a common area of interest for the group.

2. What specific information or action caused you to make the decision you made?

The majority of participants said they based their decisions on "gossip," "rumors," "newspaper allegations," "emotions," "minutes," and the influence or interaction of the group. Most of the participants also referred to the "lack of information" (much information was actually present within the group, but not shared), and as a result based their decisions on past experience.

3. In retrospect what way would you change the decisions you made if you could have done so?

Almost unanimously the participants indicated that there would be no change in their decision; however, they specified they would be "more careful about information" received, and five said they would take the leadership, organize the group, or establish structure. In actual fact,

although there were individual decisions made, the test groups were never organized to the extent of reaching a group decision. It may be noted that during the debriefing exercise following each simulation, the participants becoming aware of the amount of information that was available within their group said they would have acted differently had they known. This was also demonstrated on the final flow chart when they were asked to give the process they would follow with a similar problem in their community.

4. What aspects of the simulation did you find realistic as a member of the community?

The participants responded to this question in greater depth than the other questions, implying evidence of their understanding of the process simulated and its relevancy to their past experience in community. They expressed the "reality of the problems" simulated, and especially the interaction of the participants as typical of their own community by such comments as: "talk, no action reflected reality," "acting on partial information" or "rumors," "threat and security" of those with vested interests, "communication gap," "no consensus," "conflict between interest groups," "individuals with a variety of background," "newspaper exaggeration," "cross-section of community," "lack of concern for social issues," "no initiative to find out the facts," "control of information" by some, and value-judgements.

This was probably where the most learning for the participants occurred during the debriefing exercise. The participants could reflect on the process they had just experienced, and by the use of a flow chart outline the process they felt should have been followed in order to obtain the desired beneficial results for the good of the community.

5. Specifically, where did you find the exercise irrelevant?

Eighty percent of the participants either left this question unanswered or simply said it was not irrelevant. Other individual comments were: "lack of knowledge" of other participants' roles which "are common knowledge in a community," "super shock treatment," the explanation of the simulation was "deliberately fuzzy to get the desired results," and "too much direct criticism by participants."

6. Comments?

All evaluation sheets returned contained comments. With the exception of three comments, all were favorable to the simulation. Those critical said: the simulation "left me cold, time could have been spent to advantage on things relevant to the course," "misunderstood the instructions," "criticism must be drawn out tactfully," "observers hindered our process" by their presence. Judging from the following expressions the participants found the simulation technique to be a valuable learning experience, although it is noted that the participants are often aware of the imponderable nature of what they have learned:¹⁰ "Enjoyed the experience,"

"resulting in greater knowledge of how people work and relate to each other," "started us thinking," "beautiful experience--definitely beneficial," "terrific learning experience. . . became aware of weaknesses in decision-making," "excellent presentation in a non-threatening way showing shortcomings and needs," "a very good preparation to have the group ready to meet some of our government representatives," "made me more aware how difficult it is to arrive at any decision when working in groups," "as an observer, I felt the simulation did aid in limbering up the participants for discussion on decision-making policy development," "shows the problems of today--lack of communication--getting agreement on decisions," "demonstrated the haphazard and uninformed way in which community groups. . . go about their affairs," "can't satisfy everyone, for some it was too advanced and could not see the relevance to their problems. For others it explained situations which they are in repeatedly," and "all in all it was about the most enlightening educational experience I have had during my four years at University."

The written account made by the author during and following the simulation tests reveal essentially the same information as expressed by the participants in the evaluation sheets. Further insight to the process simulated was expressed verbally to the author by a few participants following each simulation exercise. Their suggestions that the director give them more direction, since at first they

"did not know what to do," or that the director tell them "to share their role card information," would defeat the purpose of the simulation which was to find the process a community group goes through when faced with a problem. In any event the individual participants easily cited examples of their own community problems with comparisons to the Community X simulation, adding that the difficulty in getting to a group decision was based on communication, the lack of it, or the absence of information, and people making decisions on unreliable information.

One of the major features of the simulation exercise was the ease with which the participants could reflect on the simultaneous interaction that had occurred, and as a result they had little difficulty in conceptualizing the process followed in their own community with past problems. The fact that participants ranged in age from young teenagers to those over seventy, and also consisted of individuals with a very limited formal education to those on the doctoral level, proved to be of no consequence to the simulation exercise. It lends itself easily to the variety of age and educational levels that exists in a community.

Professional Evaluation

The first part of this chapter considered the literature on evaluation and noted its reference to the lack of a suitable measuring device for simulations in general. In exploring the evaluation of the Community X simulation, the

author requested statements from professionals, who were involved in more than fifty per cent of the tests, either as participants or as observers. The letter requesting their evaluation was sent to twelve professionals in various fields (See Appendix). From the eleven responding, quotes are taken from six without comment.

Statements from Professionals

1. "I felt I gained insight, at the most basic possible level, about how 'democracy' works in a society like ours. I found that 'vested interests' tend to prevail over matters of principle . . . In summary I think the total value of the exercise is related to the possibility that the participants will gain insight into how this public process works. I was intrigued to note how quickly we all took positions based on opinions and attitudes and how essentially irrelevant facts were."

2. "The debriefing in all cases established several common problems:

- The failure to share information.
- The failure to establish common (group) objectives and goals before tackling solutions.
- The failure to analyse the information available thus not establishing where they were or even what the issues were.
- Acting on assumptions and beliefs.

In my opinion the simulation was successful in

achieving our objective of providing an "unlearning" experience, which was helpful in our workshops on Policy Development Methods. It served as a good illustration of what often happens in a community when they try to solve problems without organization or method."

3. "The simulation proved very effective in spite of the initial confusion caused by the complexity of the problem and the rather indifferent attitude of the participants. Even after the completion of the process it was not apparent that the exercise was a success. The real impact was a delayed one, and expressed itself in the self appraisal of the participants and the re-evaluation of the performance of the 'Community X' as a whole. Days or weeks after the simulation participants regarded the exercise the most valuable training device designed for the purpose in mind."

4. "Remarks from the group involved in the presentation held during the Western Stock Growers Short Course at Guelph were favourable.

"Initial reaction from some of the older people involved was hostile and several of the group leaders had to be quite firm with them in getting them to participate at all. These men did not like to be playing games. I might add here that at lunch following the simulation they were almost in a state of bliss in regard to the presentation--they were indeed very pleased with the game and their reaction to it."

5. "We have used the simulation on a broad range of persons, doctorate level, public relations personnel, community leaders and interested farm people. It is interesting that in our debriefing after using the simulation exercise we have found all levels of persons equally interested and well able to observe some meaningful learning and experiences."

6. "I have been involved on several occasions in the Community X Simulation, and have I believe, had an almost unique opportunity to observe the experiment with very different groups. . . I've been struck by the use of the simulation both as a 'learning' and as an 'unlearning' technique. Let me give you 2 examples. One graduate student who was involved in the student simulation is reported to have said afterward, 'I knew that, but I didn't use it.' In other words, we had talked about the theory of policy, and about how change takes place, but apparently it hadn't made much of an impression until it was experienced as well. At several sessions, too there have been objections by some participants to the 'play-acting' aspect of the simulation, but my experience has been that those who initially objected most strongly were most impressed with the lessons to be learned from the simulation. Many of these people, myself included, found the technique helpful in pinpointing areas we didn't know enough about. In short, the technique has fitted in well with attempts to develop a better understanding of policy processes, since it has helped dramatize in an

effective way the importance of goals, the differences arising from fact-belief conflicts, and the key role of alternative programs or policies to achieve given ends.

"On the basis of my experience with the Community X Simulation, I'm convinced that this is potentially one of the most important learning tools available, and perhaps thereby an effective stimulus in economic and social development. I look forward to opportunities to use this and similar packages in both teaching and extension in the future."

Conclusion

The literature, a random sample of evaluation from participants, the author's recorded comments during and following the tests, verbal feedback from participants, and statements from professionals, support the hypothesis that a community group can learn from a simulation, such as Community X, because of their participation and/or involvement, and that this learning can be immediately applied to actual community issues or problems, thus making the simulation relevant to real life situations.

FOOTNOTES

1. Charles F. Hermann, "Validation Problems in Games and Simulation with Special Reference to Models of International Politics," Behavioral Science, XII, No. 3 (1967), pp. 216-31, as cited by John R. Raser, "Validity, or What are Games Really Good For?" Simulation and Society (Boston: Allyn and Bacon, Inc., 1969), p. 144.
2. Abt Associates Inc., Report of a Survey of the State of the Art: Social, Political and Economic Models and Simulations (Cambridge: Abt Associates Inc., November 1965), p. 67, cited by P.J. Tansey and Derick Unwin, "Models and Varieties of Simulation," Simulation and Gaming in Education (London: Methuen Educational Ltd. 1969), p. 37.
3. Alice Kaplan Gordon, "The Problem of Evaluation," Games for Growth (California: Science Research Associates, Inc., 1970), p. 150.
4. Ibid., p. 151.
5. Cleo H. Cherryholmes, "Some Current Research on Effectiveness of Educational Simulation: Implications for Alternative Strategies," American Behavioral Scientist, (October, 1966), pp. 4-7.
6. Ibid., p. 6.
7. Sarane S. Boocock and E.O. Schild, eds. Simulation: Games in Learning (California: Sage Publications, Inc., 1968).
8. Clark C. Abt, "How to Evaluate the Cost-Effectiveness of Games," Serious Games (New York: The Viking Press, 1970), p. 118.
9. Ibid.
10. Michael Inbar, "Participating in a Simulation Game," The Journal of Applied Behavioral Science, Vol. 6, No. 2, 1970, p. 240.

Chapter 5

THE COMMUNITY X SIMULATION AS IT RELATES TO COMMUNITY DEVELOPMENT

In exploring the relevancy of the Community X simulation to community development, no attempt is made to examine the latter's multiplicity of definitions, or to elaborate on its principles. The focus of this chapter is simply to relate the Community X simulation to community development as a possible technique. The literature on community development reveals that there are no special or fixed techniques, only principles.

The writer has chosen a generally-accepted Canadian definition of community development which is also applicable to this study:

Community development is an educational-motivational process designed to create conditions favorable to economic and social change, if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure fullest participation of the community must be utilized.¹

According to Hynam² community development is both a process and a program. While the above definition refers mostly to process, it does at the same time infer program in the creating of conditions favoring economic and social change.

It is important to note here a few of the main community development principles that are part of the community development process:

1. Listen to people
2. Learn from the people
3. Animate the people towards:
 - a) a strong desire to do something to help themselves,
 - b) the articulation of their felt needs and,
 - c) organization for action.³

The material covered in the previous chapters on simulation and Community X in particular demonstrates in the writer's view that the goals, community groups and practices of community development and the Community X simulation are similar.

While the philosophy of community development is that it should address itself to the total community, the community development worker frequently finds himself forced to be particularly active in special areas of need. In order to achieve the objectives of community development in improving the quality of life for all citizens, the community development worker very often finds it necessary to spend a disproportionate amount of time with small groups. At the same time, it is obvious that the rest of the community cannot be ignored, especially if the attitude changes requisite are to transpire, and a mutual education process is deemed necessary to occur. In the Community X

simulation each sector of the population is included in that the participants are of a variety of age, economic and educational levels of both sexes.

A community development authority⁴ suggests that the community development worker makes linkages and develops relationships between groups of people who hold seemingly disparate, and opposing values and ideas, who are, however, linked together.

One of the most attractive aspects of educational games is their ability to bring together students of widely disparate experience and ability on an equal footing.⁵

The simulation of Community X, as evaluated in Chapter Four, demonstrates its ability to relate to a cross section of the community, linking communication and decision-making among the participants in the tests conducted.

Taking the definition of community development referred to earlier in this chapter, it would appear then that the Community X simulation is a useful practical technique for community development for the following reasons:

1. Educational-motivational elements are found in the Community X simulation in that it is a learning experience where participants have the opportunity to live a somewhat simplified sample of "real life". The locus of the process lies in the people in the simulated community, and the nature of the process implies sensitivity, awareness, knowledge, skills and self-confidence. The debriefing exercise enabled the participants to relate the happenings

of the simulation to their own community experience, providing them with a good basis of discussion of what actually happens in a community when faced with a problem. The participants were able to experience and examine what it is like to be in someone else's shoes, and how the dynamics of a situation work. This was especially helpful to the test groups who worked into seminars or study days immediately following the simulation. The statements from the professionals in Chapter Four confirm this aspect of the simulation. The written notes of the author following the tests recorded the high level of involvement by most of the participants, the feeling that they were part of the action and that they expressed their felt needs easily;

2. The participants by their very role in the simulation are part of the communication and decision making process. "Community development is an adult-education method through which members of a community learn to manage the action process in a setting of reality while dealing with real problems."⁶ The advantage of the simulation provides the participating members of the community with a dress rehearsal before dealing with real problems and as a result avoiding costly mistakes in real life. The debriefing exercise provided the participants with the opportunity to reflect on the simultaneous interaction they had experienced and as a result had greater understanding in evaluating the process followed;⁷

3. The participants in the simulation were aware that the issues discussed were not the real problems of their community and therefore felt free in trying out new ideas or approaches, and as a result were open to change. "When participants understand the rules, their objectives in the simulation, the consequences of their actions and the reasons for these consequences"⁸ then conditions are favorable for attitude change, which is necessary for economic and social change. Citizen participation and involvement are not an end in themselves, but rather a vehicle concerned with change towards a better future;

4. The design and the material content of the simulation encourages the participating members of the community to take the initiative in communication and decision-making that affects them. Since the director of the simulation does not take a direct role, there is no one from whom the initiative can come except from the participants themselves:

..."A citizen may conceive of some need which is not being met. What does he do? He goes across the street and discusses it with his neighbor. Then what happens? A committee comes into existence and then the committee begins functioning on behalf of that need...all this is done by the private citizens on their own initiative."⁹

5. In view of the time element in the simulation, the director found it necessary in some groups to use techniques for arousing and stimulating initiative. When the director judged a need existed to activate the group, or slow them down, the technique of inserting a news release

or memorandum to one or more participants produced the desired results. Actually, the director's role in the simulation and during the debriefing is similar to that of the social animator as expressed by Kidd:

1. He stimulates people to think about, and develop in, their own personal development and community improvement;
2. He supplies information about methods and helps develop skills of community education and community action;
3. He assists people to discover and develop qualities of leadership in themselves and in each other;
4. He helps people assess and develop standards of values and judgement about their own growth and about community change.¹⁰

6. The simulation provides for the fullest participation in the sense that each participant has a community role by the very fact he is a citizen. In a simulation everyone is involved, there are no observers.¹¹ The actual age and educational backgrounds of the participants represent a cross section of the real community, and also the individual role cards for the participants indicates a variety of age and educational levels of the simulated community. A major step towards involving the total community and obtaining the fullest participation of the community is to have some people from each generation and educational level communicating and sharing in the decision making. The Community X simulation demonstrates that this is possible on the basis of the test groups described in the previous chapter.

Conclusion

Although the writer has used the term "director" to identify the person conducting the simulation, he is in a general sense a community development worker. In the latter part of the debriefing exercise when the participants begin relating the simulation to their own felt needs or community problems, it is the function of the director or community development worker to animate the people towards self help, towards articulating their community problems and towards organizing for action on the basis of their learning experience from the simulation. The use of flip charts and blackboards proved to be a valuable aid in this respect since they could reflect on the process followed during the simulation as listed on the first set of charts, and also from another set of charts the list showing what they thought should have happened, and finally, a chart listing a possible procedure with alternatives of how they may proceed to deal with what they consider to be the real community issues.

Further research will be required after a lapse of time to assess what action any of the test groups had taken in their community. The test groups that had experienced the Community X simulation as an introduction to their seminars or study days for the most part found it to be an excellent conditioner for their course. The statements from professionals involved in those particular tests all agree that the Community X simulation was a valuable asset, even

for those participants who were at first not in the least interested in it. For some participants it was only after several days or even longer that they actually saw the relevancy of the simulation to their own community or seminar objectives. The reason for this is not clear, with the exception of lack of interest in anything that resembled games: they wished to get involved in the particular content of their seminar.

In the writer's view the success of the Community X simulation depends to a great extent upon the director, inasmuch as the success of implementing the community development principles depends upon the community development worker: "Their [director/community development workers] own area of speciality lay in the field of communication, organization and motivation, and if they are not specialists in one or more of these fields then they have no business in community development."¹²

This study does indicate the feasibility of the Community X simulation being used as a community development technique. It is not a panacea, but an alternative technique for community development.

Summary

The purpose of this study was to investigate the usefulness of a simulation called "Community X" as a technique for community development in communicative and decision-making skills.

The participants in the test groups have demonstrated in a general way that as a result of their experience in the Community X simulation they were aware of their lack of communication in sharing vital information and they related this failure as a major reason for the absence of support in solving community problems. In their reflections on the simultaneous interaction of the simulation it became quite obvious to them that vested interests and personal decisions had to be compromised with other participants for the welfare of the community.

The evidence indicates that the simulation was a learning experience for most of the participants and a useful technique for community development as demonstrated by the sample participants evaluation, statements from professionals involved, and related literature on simulation. The writer views the simulation director's functions as similar to the community development worker, and is convinced that the Community X simulation is a practical technique for implementing the main principles of community development and in achieving its goals as expressed in the definition of community development as process.

Implications

A number of questions regarding simulation as a community development technique still remain. The many hunches about simulation effectiveness in general have yet to be translated into certainties. What little concrete evidence exists has been mostly accumulated only since 1965.

Clearly, favorable and unfavorable comments are highly subjective. They are not based on objective evidence that learning of any kind has, or has not taken place, but rather reflect the personal reactions of users, observers, and participants.

Research has not yet produced adequate tests for measuring what simulation does teach. Raser explains:

If . . . the main value of gaming is in enabling students to grasp more or less abstract concepts and to gain insights into complex relationships, then no wonder we have not been able to measure what gaming teaches. The tools do not exist! In most research on the measurements of learning, the emphasis has been on developing measures to tap the acquisition of punctiform data--the retention of factual material. Only a few isolated efforts have been made to measure learning of concepts and relationships, or even to discover how such learning is facilitated, and none have been directly applied to gaming.¹³

The exploratory nature of this study has indicated that the participants in the simulation became more aware of the process of communication and decision making in a community; however, the question of effectiveness of the process over a period of time is not known. A further concern implying a follow-up study is required to investigate whether this learning experience from the simulation was

actually applied by the participants in their community. The test groups using the simulation as an introduction to their seminar or study days found the process simulated to be relevant to the seminar theme.

In the writer's view, simulation has definite potential value for a community development worker in initiating the community development process into a community. The Community X simulation is easily adapted to a variety of community problems. It is both feasible and desirable in alleviating many of the organizational, structural, and administrative problems which so often delay action on individual or specific group problems. And it is also useful in illustrating the interaction of forces and in analyzing them in an emotion-free environment. Since the simulation is both instructional and illustrative, it can be a great asset to the community development worker, and the participating community.

Extensive research is presently being conducted, particularly in schools and universities, towards developing a valid measuring instrument for simulation games.

FOOTNOTES

1. Community Development in Alberta (Ottawa: Special Planning Secretariat, Privy Council Office, 1965), p. 2.
2. C.A.S. Hynam, "Community Development, An Example of Conceptual Confusion," in Perspective on Regions and Regionalism, ed. B.Y. Card (Edmonton: University of Alberta Printing Services, 1968), p. 193.
3. C.A.S. Hynam, "A Note on Processes and Techniques as They Apply to Community Development," (unpublished) 1972, p. 2.
4. James Whitford, "Towards a More Restricted Definition of Community Development," The Pas, Manitoba, 1970, p. 10 (Mimeographed).
5. Barbara Bock, "Role Playing Reality," Media and Methods, Vol. 5, No. 7, March 1969.
6. Coolie Verner, "Community Action and Learning: A Concept Analysis," Citizen Participation: Canada, ed. James A. Draper (Toronto: New Press, 1971), p. 422.
7. Clark C. Abt, "Games and Simulation," (a paper presented at the Abington Conference, April 1967), Cambridge: Abt Associates Inc. p. 2.
8. Clark C. Abt, "The Cost-Effectiveness of Games," Serious Games, (New York: The Viking Press, 1970), p. 115.
9. Verner, op. cit., p. 423.
10. J. Roby Kidd, "Adult Education, the Community, and the Animateur," Citizen Participation: Canada, ed. James A. Draper (Toronto: New Press, 1971), p. 148.
11. Cathy S. Greenblat, "Simulations, Games, and the Sociologist," The American Sociologist, Vol. 6, (May, 1971), p. 162.
12. Whitford, op. cit., p. 6.
13. John R. Raser, "Games for Teaching," Simulation and Society (Boston: Allyn and Bacon, 1968), p. 133.

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New York.
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Press, Ithaca, New York.
3. Democracy, Western Publishing Company, Inc., New York.
4. Ghetto, Western Publishing Company, Inc., New York.
5. Inter-Nation Simulation, Science Research Associates,
259 Eric Street, Chicago, Illinois.
6. Life Career, Western Publishing Company, Inc., New York.
7. Parent-Child, Academic Games Project, The John Hopkins
University, Baltimore, Maryland 21212.
8. Simsoc, The Free Press, New York.
9. Sunshine, Interact: P.O. Box 262, Lakeside, California
92040
10. The Game of Empire, Education Development Center, Inc.
15 Mifflin Place, Cambridge, Mass. 02138.

APPENDICES

The basic design of the Community X simulation was developed by A.C. Lynn Zelmer and Amy M. Zelmer, both Assistant Professors with the Department of Extension, The University of Alberta.

The letter on the following page was sent to twelve professionals who had participated in or observed the Community X Simulation. A list of the respondents follows:

1. L. Cordeau, Pastor of St. Elizabeth's Parish, Evansburg, Alberta.
2. R.V. Dobbin, Co-ordinator of Religious Education for the Archdiocese of Edmonton, Wetaskiwin, Alberta
3. C.A. Gracey, Manager, Canadian Cattlemen's Association, Toronto, Ontario
4. Dr. M.H. Hawkins, Marketing Economist, Department of Agricultural Economics and Rural Sociology, The University of Alberta, Edmonton.
5. W. Lamble, Department of Extension, The University of Alberta, Edmonton.
6. Dr. M. Lerohl, Policy Economist, Department of Agricultural Economics and Rural Sociology, The University of Alberta, Edmonton.
7. J. Muza, Director of Country Programs, Rural Education and Development Association, Edmonton.
8. Dr. Alfred Peterson, Professor, Department of Economics and Rural Sociology, The University of Alberta, Edmonton.
9. Dr. J.J. Richter, Professor, Department of Economics and Rural Sociology, The University of Alberta, Edmonton.
10. G. Schuler, Director, Rural Education and Development Association, Edmonton.
11. K. Stickland, Director, Youth and Information Programs, Rural Education and Development Association, Edmonton.

Room 240 Campus Towers
University of Alberta
Edmonton 7, Alberta
11th February, 1972

Dear

One aspect of the M.A. thesis I am writing is the requirement of statements from professionals who have participated in or observed the simulation on "Community X".

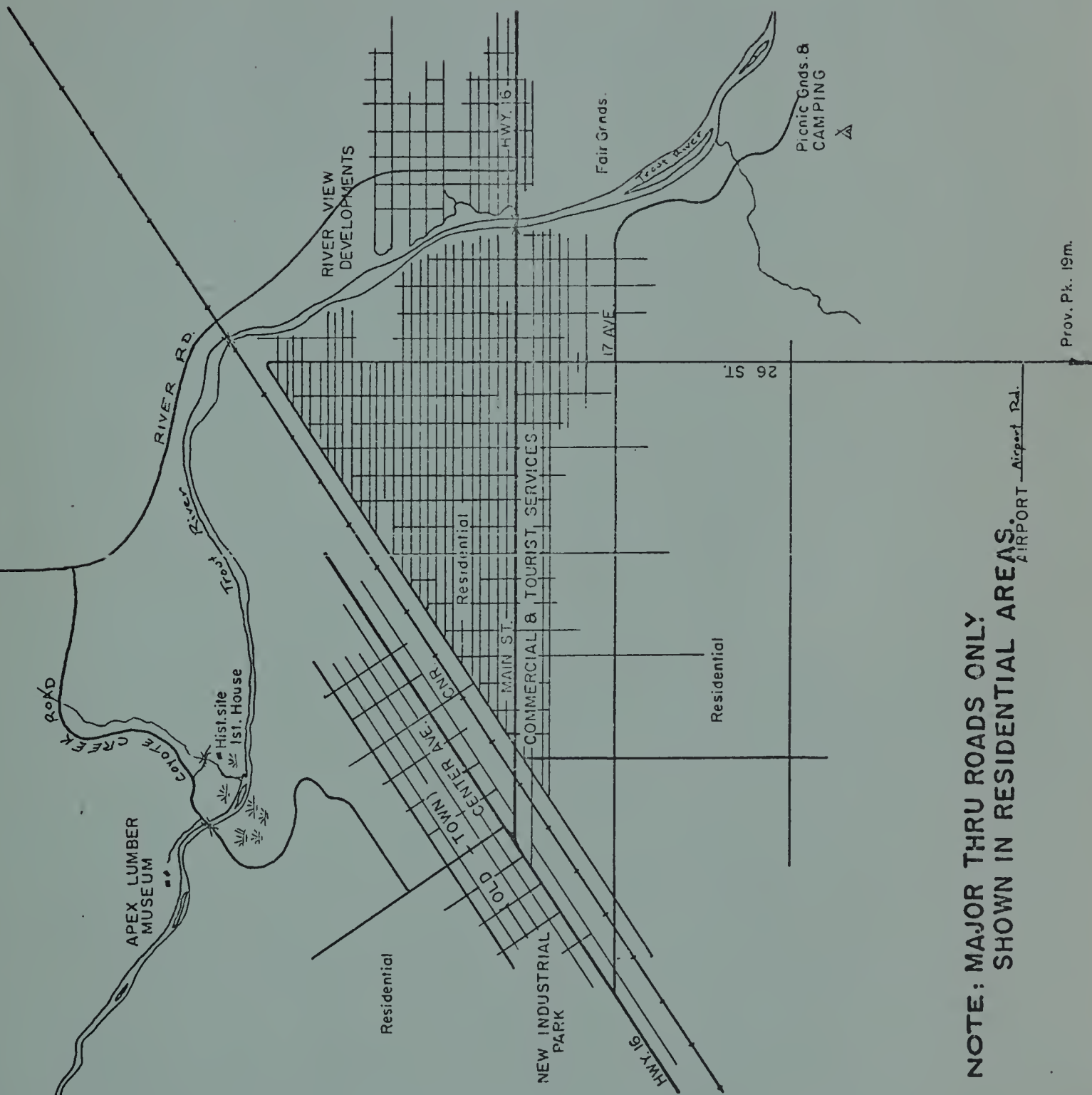
Since you are one of those, would you kindly send me a statement (paragraph or so) of your evaluation of the simulation in regard to any effect, pro or con, it may have had and the reason for your answer.

Your assistance will be appreciated.

Yours truly,

Bernard Bryden

COMMUNITY "X"



NOTE: MAJOR THRU ROADS ONLY
SHOWN IN RESIDENTIAL AREAS.

AIRPORT - Airport Rd.

COMMUNITY X SERVICE GUIDE

- (1) Apex Sawmill & Lumber Yard } Sawmill employs 67 men and 4 women clerical staff.
Lumber yard employs a staff of 12.
The largest employer in the community with annual payroll of \$500,000.00.
- (2) Trans-Western Oil, Exploration Division } Second largest employer in the community with exploration division
staff of 42 and service/pipe line staff of 20.
Annual payroll of \$540,000.00.
- (3) Independent Foods } Two outlets in Community X, employs 36 part and full time staff.
Annual Payroll \$86,000.00.
Has approximately 60% of groceries business in community and has been in family for over
50 years.
- (4) Five grain elevators (three companies).
- (5) Bulk oil plant.
- (6) Auction market.
- (7) General contractors.
- (8) Two hotels.
- (9) Catalogue Shopping outlet.
- (10) Small service stores.
- (11) Government officer.
- (12) Media -- Radio and T.V. stations;
two newspapers.
- (13) Freight by R.R.
- (14) Airfield
- (15) Town police and R.C.M.P.
- (16) Liquor store.
- (17) Library -- Post Office.
- (18) Schools, churches and Hospital.
- (19) Service clubs and Canadian Legion.
- (20) Chamber of Commerce.

FILM NARRATION: COMMUNITY X

Welcome to Community X -- a well-established city in Western Canada -- home to some 12,000 people.

Our community has a diversified light industry base: three companies operate five grain elevators; there is a petroleum exploration firm and its service center; a large lumber yard and its supplying sawmill; a bulk oil plant; an auction market holding weekly livestock sales as well as furniture and equipment sales; several general contractors; two hotels; and a variety of retail stores including a catalogue shopping outlet.

The public and separate school boards operate schools from the elementary levels through senior high. The municipal hospital provides services to the town and surrounding area. We have our own fire department and have police services from the RCMP as well as our own town constable.

A new shopping center is already being planned for our community and will add to the services and facilities already made available by the merchants of Community X. For further information about these services may I refer you to the Community X Map and Services Guide, prepared by the Community X Chamber of Commerce.

A number of government bodies also base their activities for this area in Community X. The provincial departments of agriculture, public health, social development, highways, lands and forests, attorney general's and the liquor control board all have offices in town. The federal government is represented by the department of agriculture and the post office.

We have radio and television stations locally plus those available from nearby cities, and we are proud of our own two weekly newspapers -- the Blade and the Reporter. Our new direct dial telephone system provides an efficient communications link for business and pleasure with anywhere in the world.

Community X provides the best combination of "small town living", with all the advantages which that has for families, and easy access to other areas. We are on Highway 16 and served by regularly scheduled bus and truck transport. Although rail passenger service has been unavailable since it was discontinued in 1962, the railroad provides telecommunications and freight service to the town. Community X has its own airfield, and while no scheduled airlines are presently available, many

people find the airport a great convenience when travelling by small plane. The Trout River is no longer used for commercial travel but provides opportunities for the owners of small pleasure craft to enjoy the summer.

The majority of people in Community X live in their own homes. Most of these were built prior to 1950; however, with the growth of our commuter population, we have a new town-house development and others planned for the future. Plans are currently being prepared to replace some of our older housing areas with subsidized low-cost housing.

While only 50% of the older housing has natural gas, this service is available in all new areas. We are proud of the fact that Community X's water system provides naturally flouridated water to 90% of our population; and that the same number are connected to the municipal sewage system providing primary treatment for discharge into the Trout River.

There are a number of facilities which enhance living in Community X. The fairgrounds provide sports facilities for baseball teams in the summer, and a natural-ice skating rink in the winter as well as hosting the annual August Fair and Rodeo. The Town Council is presently developing plans for a new and modern sports center with artificial ice for skating and curling, an indoor swimming pool and gymnasium. Our citizens are also actively supporting the development of a community arts center, including a museum and expanded library.

At the present time you will find a number of active service clubs engaging interest of our citizens as well as 4-H clubs, Scouts and Women's Institute Groups. The churches of Community X -- representing most major denominations -- claim their share of interest and attendance, too, with many church-based activities as well as regular Sunday services.

It would be an exaggeration to say that Community X is perfect. We do have a few problems -- but less than you would encounter in a large city or in some other parts of the world. Perhaps our most urgent problem at the moment is expanding town services to meet the needs of the proposed new development areas. Our hospital is over 20 years old, and while adequate for present needs, should be expanded to serve the needs of a larger population and to bring them modern medical services. Likewise our elderly population requires more adequate facilities.

Other services will also need to be expanded or updated in the near future and our schools need constant attention to ensure that our children receive an education which will fit them for today's world. Although we have, as yet, been

unsuccessful in our attempts to have a junior college located in Community X, we have not yet given up hope that this facility may soon become available.

All in all, people are interested in their city and in making Community X a better place to be.

Generally, our people tell us that Community X is a good place to live -- large enough to be interesting and lively, yet small enough to be friendly. If you'd like more information about Community X and the opportunities for residential or commercial development here, we'd like to talk to you. Come by and see us or drop a line to us at the Chamber of Commerce.

The welcome mat is always out in Community X.

COMMUNITY X ROLES

The following roles were assigned to individuals participating in a semi-random manner:

- each exercise should have about twice as many "citizens" as "committee members".
- starred roles were necessary for any running of the exercise.

The roles were typed on 4" x 5" colored cards, sufficient cards for the running of the exercise were pulled from the stack (including the essential roles), shuffled, and participants allowed to pick their own role card.

Improvement Committee key roles are numbers 1 and 2, next in importance may be numbers 3 and 4, then any of the remaining.

Citizen key roles are numbers 21, 22 and 23.

IMPROVEMENT COMMITTEE

Role No.	Description
1.*	Appointed Chairman: appointed by City Council, owner of the Northern Hotel, annual income \$40,000.00, married, family grown up.
2.*	Committee Member: Owner of Department store, age 49, spouse in poor health, one boy at home age 22, member of the Chamber of Commerce. Alderman with term up for re-election next fall. Annual income \$19,000.00. Your son belongs to the Teen Center executive.
3.*	Committee Member: Volunteer, owner of Independent Foods Store, annual salary of \$23,000.00. Independent Foods has three outlets in Community X, employs 36 part and full time staff. Annual payroll of \$86,000.00. Approximately 60% of grocery business in Community. Independent Foods has been in your family for over 50 years. Similar stores have gone bankrupt in neighbouring cities in recent years when chain grocery stores were built in competition with small stores.
4.*	Committee Member: Volunteer, Furniture Store owner, you rent building used for Teen Center and land used by airport. Annual income \$24,000.00. Silent partner in drycleaning plant; a recent \$10,000.00 investment. You have bonds worth \$65,000.00 in the bank which are available for investment.
5.	Committee Member: Appointed by City Council, Manager of Apex Sawmill/Lumber Yard, annual income \$30,000.00. Apex Sawmill employs 67 men and 4 women clerical staff, Apex Lumber employs staff of 12. It is the largest employer in the community with annual payroll of \$500,000.00
6.	Committee Employee: Secretary hired by Committee, daughter of Central Hotel Manager; husband is school counselor, your joint salary is \$18,000.00.

Role. No.	Description
7.	Committee Member: Volunteer, Social Development Director (provincial), former district health nurse, single; have inherited several land lots within town limits, annual salary \$10,000.00
8.	Committee Member: Appointed by City Council, building contractor, staff of 10 carpenters in your firm plus 15 labourers.
9.	Committee Member: Volunteer, widow of lawyer, children grown up, \$100,000.00 in assets, major stock holder of Radio Station.
10.	Committee Member: Appointed by City Council, President of a Farm Corporation, annual income \$36,000.00.
11.	Committee Member: Appointed by City Council, Rest Motel owner and operator. Motel has 100 units, licensed restaurant, heated swimming pool.
12.	Committee Member: Volunteer, Geologist with Trans-Western Oil, annual income \$16,000.00 plus side investments, married, pre-school children.
13.	Committee Member: Volunteer, Real Estate dealer, annual income \$20,000.00.
14.	Committee Member: Appointed by City Council, Bulk Oil Plant Manager and Distributor, owner of several older houses rented to lower income families.
15.	Committee Member: Volunteer, Executive of Trans-Western Oil, Exploration Division, annual income, \$17,000.00. Transwestern is the second largest employer in the community with exploration division staff of 42 and a service/pipeline staff of 20, annual payroll of \$540,000.00.
16..	Committee Member: Appointed by City Council, head M.D. at private clinic, former Mayor; have some ambitions to be active in provincial

Role No.

Description

politics.

CITIZENS

- 21.* Citizen: You are 20 years old, male, single, reporter for local paper, President of Coffee House committee. A local boy with one year University. Hockey Team Manager.
- 22.* Citizen: Age 31, investments in two food stores, married, two children, ages 3 and 1. An alderman with term for re-election coming up this fall, member of the Chamber of Commerce. You have a \$30,000.00 mortgage on your 6 yr. old house and have a "demand" note for \$5,000.00 outstanding at the bank.
- 23.* Citizen: Employed by Pyramid Development as a clerk-steno, monthly salary \$225.00, have lived in Community X for all your life, now aged 19, graduated from high school last year. You are a member of the Teen Center and occasionally attend. You recently bought a second hand car and owe \$1,100.00 on it.
24. Citizen: You are a social worker employed by the government, 38 years old, married with three children ages 13, 16 and 17, salary \$9,500.00. Wife employed (part time) at the Drug Store.
25. Citizen: Male, single, age 20, on parole, from the farming area, living with relatives in town, employed as a service station pump man.
26. Citizen: You are a deserted mother with three children ages 8, 10, and 14. Your income from mother's allowance is \$175.00 per month.
27. Citizen: You own the largest car dealership in town, (new and used), married with four children aged 14, 16, 19 and 20. Interested in teenagers as potential customers, coach

Role No.	Description
	of the hockey team and an avid curler, current debts at car dealership total \$190,500.00, assets are in unsold autos.
28.	Citizen: Part time worker at grocery store, age 18, in grade 12, female. Coffee house committee member.
29.	Citizen: You are a principal of the Public School in Community X, married with 3 children ages, 7, 11, and 12. Mostly interested in youth and active in promoting community activities with them, salary \$12,500.00
30.	Citizen: Peace Officer, town and road patrol, age 23, single, one year in Community X.
31.	Citizen: You are single, male, 24 years old, waiter at the Northern Hotel, drive a sports car, president of the flying club, a swinger. Salary with tips \$7,500.00.
32.	Citizen: On welfare with wife and five pre-school children, age 30. Native person -- former fresh fish salesman, self employed (door to door salesman).
33.	Citizen: You are Manager (58 years old) of Central Hotel (owner lives in another city). Wife assists you part time, children grown up, you hear a lot and express your own philosophy freely about how the town should be run, salary \$6,000.00.
34.	Citizen: You are 25, male and single, you are employed in the exploration division of Trans-Western Oil. You've lived in Community X for 9 months and will probably be there at least another two years, member of Fish and Game Society.
35.	Citizen: 28 years old, married lady and taxi driver, husband employed as park caretaker, part of your house is rented to two single men in their early 20's.

Role No.	Description
36.	Citizen: You are a mother of two junior high school children and operate a corner store, living in the back of same. Age 34, never know where your husband is, no support from him, see him once a year or so briefly. A member of the Women's Institute group.
37.	Citizen: You are a hospital nurse, 24 years old, single, three years in the community, a leader of a girls club, secretary of the flying club.
38.	Citizen: You are the publisher and editor of the Reporter, 45 years old, married, children grown up, one finishing university. Wife employed at Tourist Information Office, 20 years in Community X.
39.	Citizen: 24 years old, one girl age 6, marriage broke up 4 years ago, husband supports child, you work shift hours as a hospital aide. Live up-stairs in home of an elderly childless couple.
40.	Citizen: You are owner of City Electric Service, with 17 year old son as repairman for minor housecall jobs. Separated and struggling to make ends meet. Free time spent at Central Hotel.
41.	Citizen: You are new in the community and anxious to get involved, a general mechanic at the local service station, 23 years old, new wife employed at the Central Hotel Coffee Shop. She is from Community X. Your salary \$4,500.00.
42.	Citizen: Clergyman, single, 28 years old, two years at local church, active with youth group and adult programs, community minded.
43.	Citizen: General duties town caretaker, age 40, wife in Alberta Hospital for last year, children, boys -- 12 and 14, girls -- 11, 9, 8, 5. Widowed mother-in-law living in, lived in Community X all your life.

Role No.	Description
44.	Citizen: Labourer, age 24, recently married wife (age 20) works at Rex Theatre, renting older house. Both members of Rodeo Association.
45.	Citizen: Age 19, single girl, grade 12, just began general office work at the T.V. Station, renting a room, family lives across tracks, sometimes you are the Coffee House singer.
46.	Citizen: Senior citizen, age 75, former druggist, wife 72, 10 children all grown up and only one girl (married) in Community X. Grandchildren.
47.	Citizen: Native Indian, employed by bus company as assistant agent, education grade 11, age 18, single, you live with sister and her two children, member of Teen Center.
48.	Citizen: You are an auctioneer, 45 years old, divorced 2 years, living with oldest married daughter, active member of Service Club, owner of light trucking service.
49.	Citizen: You are a senior teacher in the local school, no children. Spouse employed at a government office, looking forward to leaving the community for warmer climate, financially secure.
50.	Citizen: Sawyer for Apex Sawmill, age 39, married with 3 children, boy 9, girls 15 and 16. Wife 37, lives in modern home with two basement suites, rented to single girls. Service club member and on the church council.
51.	Citizen: Office girl at Food Store, age 25, single, member of the Flying Club. Public relations builder for employees and customers. Share an apartment with a music teacher. Lived in Community X all your life with the exception of 3 years you worked in the city.
52.	Citizen: You are in charge of the produce department in one of the Independent Food

Role No.

Description

- Stores, married with 3 children ages 2, 5 and 9, teach intermediate boy's class in Sunday school.
53. Citizen: Repair man for Apex Sawmill, age 45, widower, four children, girls 12 and 17, and boys 19 and 23, all at home, both boys employed. Curling club manager.
54. Citizen: You are the Post Master for Community X. A 10 year resident of the town, 50 years old. Wife employed at the library, three children at University, member of Fish and Game Club.
55. Citizen: Truck driver, single, 26 years old, renting, member of Flying Club and Scout Master, 4 years in Community X.
56. Citizen: Shipper at the Sales Department of Apex Sawmill and Lumber Yard, age 44, wife 43, no children, but care for 3 foster school age children. Live in modern home, President of church adult education club.
57. Citizen: Single lady, age 37, in charge of catalogue shopping outlet, live at home with father, on executive of women's church group.
58. Citizen: Welder, age 47, wife 40. Son 19, at vocational school, girls ages 13 and 15 in school. Wife secretary of Church Women's Club, you are a union member.
59. Citizen: You are the school secretary, 34 years old, married, one child 16 years old. Husband a hospital orderly, you do volunteer work (social), youth promoter.
60. Citizen: Cashier at Independent Food Store -- age 29, husband has drifted. Two children 8 and 6 (girls), live in basement suite in parent's home. 4-H Club assistant leader.
61. Citizen: Radio station record checker, grade 11 education, female, age 19, boarding

Role No.

at cousin's home. Family live 10 miles from town, member of Teen Center.

62. Citizen: You are a successful Co-op Insurance salesman, two years in town, but well known and informed about activities (know where the action is) of both the rich and the poor. Wife employed part time at a grocery store, two pre-school children.
63. Citizen: Bank Clerk, widow(er) with three children who have grown up and moved away, member of the community library board.
64. Citizen: You are drill operator, 38 years old, married with a boy 16 and girl 14. Wife employed as a hospital aide.
65. Citizen: Office book-keeper, male, age 24, married, wife local newspaper columnist. Live in Townhouse, social convenor for service club.
66. Citizen: Clerk and time keeper at Trans-Western Oil, age 56, wife 55, children grown up but employed in Community X, 10 grandchildren. Sport fan.
67. Citizen: You are a retired Real Estate dealer, 70 years old, wife 60 and active in community interests, 2 children in business, set up by you. President of senior citizen's club.
68. Citizen: Retired school teacher, you have lived in Community X for 30 years, active Church member and belong to fraternal order.
69. Citizen: Employed by Apex Sawmill @\$2.00/hr. married with one child (baby), wife works part-time at A & W, volunteer fireman.
70. Citizen: Unemployed semi-retired landscape developer, age 60, bachelor, have small old house by railway tracks, owner of large truck, cutter and loader, now renting the equipment.

Role No.	Description
71.	Citizen: Secretary, age 27; husband age 26, taxi driver, one child age 6. Live in older rented house. Member of Women's Institute group, in Community X for 7 years.
72.	Citizen: Night guard watchman at Trans-Western Oil, age 57, live alone, knowledgeable about Community X's night life, member of Fish and Game Club.
73.	Citizen: You are a local barber-shop owner (former salesman), widower, 50 years old, two children 20 and 26 employed but live at home. Salary \$5,000, always lived in Community X with exception of 5 years overseas.
74.	Citizen: After school delivery boy for Grocery Store, age 17, grade 12. Coffee House member, captain of baseball team.
75.	Citizen: Pipe fitter, age 41, wife 33. 3 adopted children ages 3, 6 and 8. Vice-President of Fitter's Union.
76.	Citizen: You are the School Superintendent, 46 years old, two children at University, see education as a priority, wife in poor health. Active only in educational projects, salary \$23,000.00.
77.	Citizen: Stock Clerk at Food Store, age 17, grade 10 education, single, female, living at home, Teen Center member.
78.	Citizen: You are the Gas Company Service man, well acquainted with those you serve, 34 years old, 6 children ages 2, 4, 5, and 1 (girls) and 7, 8 (boys), living in older rented house, active member of a Service Club, lived in Community X all your life.
79.	Citizen: Housewife and part-time checker at Independent Foods, 2 children ages 3 and 5, husband is independent T.V. repairman.
80.	Citizen: You are a major elevator company grain buyer, 30 years old, 5 children, ages 1, 3, 5, 6 and 7. Coach of baseball and

Role No.

Description

- hockey teams, promoter of better play ground equipment.
81. Citizen: You are the foreman of Trans Western Oil Trucking Division, 55 years old, wife 50 and part time worker at Independent Food Store. Children grown up. Member of Church Board and volunteer fireman.
82. Citizen: Assistant meat cutter at Independent Foods, age 22, one year completed at Vocational School, male, single, at home, evening guard at the swimming pool three times a week.
83. Citizen: Tractor-trailer driver, age 35, wife 28, children, boys 6, 7, 8, and 9. Baseball coach for youth.
84. Citizen: Fresh food department at food store, male, 21 years old, single, living with grandparents. Assist as coach at the gymnasium twice a week for adult games.
85. Citizen: You are an "Efficiency Expert" employed by Trans-Western Oil for the past 8 months, next year you have a contract with Apex Sawmill, married, age 37, Wife 32, children - boy 12, girl 9. Member of Home and School Organisation.
86. Citizen: Age 24, member of local band and give music lessons at home; husband, 29, is the band leader. Presently caring for two foster children ages 5 and 7.
87. Citizen: You are single, age 38, former telephone operator, now doing baby sitting for several families both day and evening depending on the need. Living with an older unemployed bachelor brother.
88. Citizen: General duties at Trans-Western Oil, age 20, single, male, living at home, oldest in a family of 5, former Scout.
89. Citizen: You are a bank teller, 21 years old and single, you attend all sport

Role No.

Description

activities as your boyfriend is the recreational director. You share a suite with a nurse.

90.

Citizen: You are a social worker for the town, doing field work and case histories, single, 22 years of age, female. Past secretary of the Coffee House.

TEEN

8.2

123

COFFEE HOUSE



- good music
 - coffee & pop
 - open to everyone
-

1/2 block east of Center Ave
on Main Street

NEWS ITEMTEEN CENTER ORDERED CLOSED

Usually reliable sources indicated that Mayor P.T. Turner of Community X today ordered the closure of the youth operated "Teen Coffee House" located on Main Street. The mayor indicated that he was trying to put a stop to the rampant crime on our doorsteps.

Police Chief R.A. Day indicated that he had requested authority to close the Coffee House citing recent complaints of drug abuse, loud and noisy parties, vandalism in the town, and the disgraceful alcoholic behavior of the youth in Community X. The Chief also stated that there was no place in Community X for long-haired creeps and weirdos.

R.C.M.P. officials were not available for contact.

NEWS ITEMCAPITAL CITY PRESS

It was rumoured today that the legislature was considering guaranteeing loans for new developments in Community X. A usually reliable source said this afternoon that he expected to see up to sixty-four million dollars invested in redevelopment in Community X through private developers. Plans apparently include leveling about twenty square blocks of slum housing for a new shopping and apartment complex.

NEWS ITEM:

EDITORIAL, Community X Newspaper



This was the mayor's house. Reportedly sold for several times its value to a large developer. Is this the site of urban renewal? Why can't we get renewal of areas of town that are in need of renewal?

SPECULATION OR SCANDAL ?

One is led to wonder about the honesty of public officials where private gain is a possibility. With an election year coming up one can only ask what are several prominent aldermen doing with all the money they must have made from the sale of land at Main and 25th? How can the mayor afford to buy a \$150,000.00 home in River View Developments? What truth is there to the rumours that a large Capital City developer has been buying land for a new shopping development which will likely bring ruin to several Community X merchants.

We think that the citizens are entitled to an answer.

M E M O R A N D U M

October 21

To: Chairman: Improvement Committee

1. Your meeting can take up to 30 minutes to resolve the attached problem. Additional time may be required if the problem becomes more complex than at present (or if new developments occur).
2. New business will be added at the discretion of the director.
3. Your committee members have been identified on their role cards -- you may distribute the attached information at your discretion.
4. The adjacent room is available for your committee to meet in. Take your coffee with you.

M E M O R A N D U M

From: Chairman of Improvement Committee
To: All Committee Members

SPECIAL MEETING

8:00 p.m. Today, 12 Nov.

Room 130 of Club House

AGENDA

1. Call the meeting to order.
2. Minutes of last meeting by the Secretary.
3. Reports of Committees.
4. Unfinished business -- re: Teen Coffee House closing.
Motion on the floor left unresolved at last meeting due to fire call.
5. New and other business.
6. Adjourn.

IMPROVEMENT COMMITTEEMINUTES

The regular monthly meeting of the Improvement Committee was held at 8:00 p.m. on Thursday, October 9th, in the Council Chambers.

The meeting was called to order by the Chairman; all members were present and the minutes of the previous meeting were approved as circulated. The agenda as presented was accepted with open discussion immediately given to unfinished business.

The general consensus of the meeting felt that the proposed sports center as well as the development of an arts center and museum could be left in abeyance in view of the fact that those projects were well supported by the community in general and could be implemented at anytime in the future.

Priority was given to arrangements to be made in advance of the public being aware of the decision to build a shopping center and apartment complex.

A motion by Mr. Moore that Pyramid Development Corporation of Capital City be given the option on the two locations, namely, one block west of Center Avenue and Main Street and one city block at the intersection of Main Street and 25th Street. Seconded by Mr. Niles. Approved.

In order to facilitate town development, it was suggested that Town Council should prepare a directive that all homes be required to become connected with the Town's sewage system. It was noted that this would be very expensive for the individual householder.

Town Council was to be requested to withhold information on new zoning bylaw #143-72 until the location of the new development was finalised. This was made a motion by Mr. Doucet, seconded by Mr. Sutton. Approved.

New Business:

In view of the fact that the Teen Coffee House was well patronized by the youth, it was felt that the only way to obtain the building and land of this choice location was to find grounds

that could lead to its demise as a coffee house. A motion to this effect was made by Mr. Jones that the coffee house should first be closed before any announcement regarding the new development. A fire call led to the immediate ending of the meeting at this point.

Town Hall Central Office
Community X, Alberta

12, November

Mr. John Y. Leader
Chairman of Improvement Committee
P.O. Box 476
Community X, Alberta

Dear Sir;

It has just been brought to me attention by the Chief of Police (copy of letter attached) that the Teen Coffee House has been permitted to develop into a corruption center for our youth.

Certainly, a person in your position would have had knowledge of such irregularities and I am disturbed in not being made aware of such crime and/or evil running rampant on our doorsteps.

This problem requires your immediate attention and I shall expect recommendations from your Committee in regard to what action should be taken by City Council.

Police Headquarters
Town Hall
Community X, Alberta

Mr. J.T. Turner, Mayor
Town Hall Central Office
Community X, Alberta

Your Worship;

As a peace officer being responsible for good order and the prevention of possible corruption in Community X, it is my duty to inform you that our office has received several complaints regarding alleged abuses pertaining to the Teen Coffee House and requesting its closure.

The complaints originated from a few citizens who are concerned about the unfavourable image the Teen Coffee House could give Community X; plus observations by police.

Objections to the Teen Coffee House are:

- (1) Possible place for drug distribution and use.
- (2) Noise (loud music) disturbing to homes close by.
- (3) Questionable dancing with only low lighting provided could lead to promiscuity.
- (4) Although the structure has passed fire inspections the overflow crowd could make it a fire hazard.
- (5) Vandalism has occurred in town on evenings the Center was used allegedly resulting from immature drinking. In any event the Temperance Society reports that soft drinks in such a setting by youth is a conditioner to their advancing to hard liquor.

In view of the fact that the grounds for a dangerous problem do exist, the town police with the approval of the R.C.M.P. recommend immediate action by Your Worship to effect the closure of the Teen Coffee House and to make any social activity in it by youth illegal.

CONFIDENTIAL FILES

Pyramid Development Corp.
Capital City

Proposed Shopping Development
Community X

Cost: approx. 1.2 million
plus land.

Location: to be determined
(see below)



Note: Independent Foods of Community X, a family owned business, presently has approx. 60% of retail food trade through three small outlets. A single major shopping center with a major chain retailer should be able to capture at least 50% of retail trade of Community X within one year.

This proposed development would contain one major food retailer (operated from Capital City) plus about 20 independent shops.

Location: We presently have options on land in two locations:

- (a) one city block west of the intersection of Center Avenue and Main Street. This property is presently occupied by older homes with little or no services, mainly rental properties and also by several grubby little businesses.
- (b) one city block at the intersection of Main Street and 25th Street. We would probably run into trouble using this site since it is in the middle of an established residential district.

The development will be similar to the one in the above photograph which Pyramid built two years ago in a Capital City suburb.

P U B L I C N O T I C E
T O H O U S E H O L D E R

Pursuant to bylaw #143-72 you are hereby notified that the property you are presently residing in falls within the new zoning region "COMMERCIAL".

You are also hereby advised that proceedings have begun in the Provincial Supreme Court for expropriation of your property.

QUINLEY, JAMES AND BUXTEN
ATTORNEY'S AT LAW

C O N F I D E N T I A L

Dear Sir;

I am hereby authorized to offer you the sum of \$5,800.00
for the purchase of property described as Lot 15, Plan 3,
COMMUNITY X, being your residence and home.

Thank you for your cooperation.

QUINLEY, JAMES AND BUXTEN
ATTORNEY'S AT LAW

C O N F I D E N T I A L

Dear Sir;

I am hereby authorized to offer you the sum of \$11,200.00
for the purchase of property described at Lot 40, Plan 3,
COMMUNITY X, being your residence and home.

Thank you for your cooperation.

QUINLEY, JAMES AND BUXTON
ATTORNEY'S AT LAW

C O N F I D E N T I A L

Dear Sir;

I am hereby authorized to offer you the sum of \$20,750.00 for the purchase of property described as Lot 70, Plan 3, COMMUNITY X, being your residence and home.

Thank you for your cooperation.

QUINLEY, JAMES AND BUXTEN
ATTORNEY'S AT LAW

C O N F I D E N T I A L

Dear Sir;

I am hereby authorized to offer you the sum of \$130,680.00
for the purchase of property described as Lot 100, Plan 3,
COMMUNITY X, being your residence and home.

Thank you for your cooperation.

QUINLEY, JAMES AND BUXTEN
ATTORNEY'S AT LAW

C O N F I D E N T I A L

Dear Sir;

I am hereby authorized to offer you the sum of \$850,000.00 for the purchase of the commercial building owned by you and described as Lot 9, Plan 2, COMMUNITY X.

Thank you for your cooperation.

B30011